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RESEARCH CENTER FOR TEACHER QUALITY
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in partnership with the Philippine Normal University -
The National Center for Teacher Education"

National Educators Academy of the Philippines
TRANSFORMATION STUDY

Final Report
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ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
BEST	Basic Education Sector Transformation
BHROD	Bureau of Human Resource and Organizational Development
CO	Central Office
CLMD	Curriculum and Learning Management Division in each Region
CPD	Continuing Professional Development
CPP	Career Progression Program
DECS	Department of Education, Culture and Sports
DLRC	Decentralized Learning Resource Center
HRDD	Human Resource Development Division
HRDT	Human Resource Development and Training
IRR	Implementing Rules and Regulations
LAC	Learning Action Cell
L&D	Learning and Development
LOI	Letter of Instructions
MECS	Ministry of Education, Culture and Sports
MPPD	Master Plan for Professional Development
NEAP	National Educators Academy of the Philippines
NEAP–CO	NEAP Central Office
NEAP–RO	NEAP Regional Office
NELC	National Education Learning Center
OD	Office of the Director
PDD	Professional Development Division
PL	Professional Learning
PNU	Philippine Normal University
PRODED	Program for Decentralized Educational Development
PTB	Professional Teachers Board
QA	Quality Assurance
QA-ME-A	Quality Assurance and Monitoring Evaluation and Accreditation
QAD	Quality Assurance Division
QATAME	Quality Assurance, Technical Assistance, Monitoring and Evaluation
RCTQ	Philippine National Research Center for Teacher Quality
RELC	Regional Education Learning Center
RO	Regional Office
SCPD	Special Curricular Programs Division
SDD-HRDS	Staff Development Division – Human Resource Development Service
SDO	School District Office
SEAMEO	Southeast Asian Ministers of Education Organization
SEAMEO-INNOTECH	SEAMEO Regional Center for Educational Innovation and Technology
SiMERR	SiMERR National Research Centre based at the University of New England
T&D	Training and Development
TIP	Teacher Induction Program
UNE	University of New England, Australia
USEC	Undersecretary
WB	World Bank

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EXECUTIVE SUMMARY AND RECOMMENDATIONS

This report responds to a request from Secretary Leonor M. Briones of the Department of Education (DepEd) that priority be given to a study focused on the transformation of the National Educators Academy of the Philippines (NEAP), thereby strengthening professional development provision to better support K to 12 initiatives, and the opportunities arising from the *Philippine Professional Standards for Teachers* (PPST) to enhance the system-wide quality of professional practice in education.

The study has been funded through the Australian Aid-sponsored Basic Education Sector Transformation (BEST) program. The research and the writing of this report have been undertaken by staff at the SiMERR National Research Centre (SiMERR) based at the University of New England, Australia and staff at the Philippine National Research Center for Teacher Quality (RCTQ) based at the Philippine Normal University.

Background

Faced with a significant expansion of schooling provision in the mid 1980s, Letter of Instructions No. 1487, which set out a plan to revitalize professional learning, was issued on 10th December 1985. The Letter of Instructions set out a number of structures to support professional learning. These included:

- a National Education Learning Center (NELC);

- a Regional Education Learning Center (RELC) in each Region/sub-Region; and

- decentralized Learning Resource Centers at Division, District and School Levels.

Subsequent Executive and Administrative Orders issued over time resulted in the NELC and RELCs being reconstituted as the 'National Educators Academy of the Philippines' (NEAP) and the 'National Educators Academy of the Philippines in the Region' (NEAP–R), respectively.

The modifications that have occurred to NEAP over time have been both additive and subtractive, with responsibilities and functions being increased to address perceived needs, and then decreased as the required upscaling and funding of NEAP to address these responsibilities failed to materialize. The structure, role and effectiveness of NEAP in supporting the planning, development and delivery of professional development across DepEd are the subject of this study and report.

The study involves the development of a policy-level concept report focused on transforming the National Educators Academy of the Philippines (NEAP). In this report, 'NEAP' refers to the complete, tiered organization, 'NEAP–CO' refers to NEAP Central Office, and NEAP–RO refers to NEAP in the Regional Office, and NEAP-R refers to NEAP in the Regions generally, including Regional Training Centers where applicable.

Current Context

Currently, NEAP's central office and regional components are perceived to be loosely linked operational arms of DepEd's central and regional offices. While the central and regional arms of NEAP are related by their common purpose, NEAP–CO is responsible only for the standard of professional development programs provided by NEAP–RO. Regional Directors are responsible for the operation or outcomes of NEAP–RO.

Primary responsibility within Central Office for development and delivery of professional development programs to support the implementation of K to 12 initiatives was vested in Curriculum and Instruction Bureaus and other operational units. Notwithstanding the significant professional development needed to implement K to 12, NEAP–CO's current role has been limited to development of the Learning and Development (L&D) and the Quality Assurance, Technical Assistance, Monitoring and Evaluation (QATAME) systems, oversight of Human Resource Development and Training (HRDT) funds, and the development and delivery of leadership development programs (see Figure ES–1).

Given that K to 12 is now in place, the focus of professional development is shifting. The evolving focus is on the development and delivery of programs that address the competencies needed by staff members to fulfil their roles.

At the regional level, HRD Divisions that are responsible for fulfilling NEAP–R's role have been primarily engaged with Leadership Development programs, with CLM Divisions in each Region have been mainly responsible for supporting K to 12 programs. Despite NEAP–RO's role and referencing in legislation and Departmental orders, NEAP–RO is not always explicitly acknowledged within the HRDD units that have responsibility for them. For most regional and division stakeholders, the name NEAP is synonymous with the Regional Training Centers.

The investigation of similar academies and bodies, reported in Chapter 5, identified a range of factors that differentiate organizations with responsibility for professional development within their respective jurisdictions. These factors include scale, structural relationships, governance and advisory arrangements, client base, functions, program forms and funding source. These provide a context for the discussion of options for transforming NEAP.

In August 11, 2017, by the decision of Secretary of DepEd, Leonor M. Briones, the national adoption and implementation of the PPST was signed into policy through DepEd Order No. 42, series of 2017.

The policy notes that PPST aims to:

- set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice;

- engage teachers to actively embrace a continuing effort in attaining proficiency; and

- apply a uniform measure to assess teacher performance; identify needs, and provide support for professional development. (Section 4, p. 1)

The DepEd Order also states:

> The PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards. (Section 5, p.1)

In addition, it is timely that work has commenced to revise and update the current Training and Development (T&D) System. The new system is to be called the Learning and Development (L&D) System to differentiate from past/current policy. The move from the use of 'Training' to 'Learning' is important as it implies a change in thinking as it expands and shifts the focus of professional learning from giving information to providing an environment to acquire information at different levels using different learning modalities.

Research Study

The study is designed to:

- establish a baseline position upon which future policy actions can be built;

- include consideration of the institutional and organizational requirements of NEAP;

- provide advice on issues associated with the diversity of Philippine teachers, learning contexts and modes to determine requirements of an inclusive professional development model;

- scope out a small number of models that could be relevant to the Philippines;

- locate the models within international contexts in two other countries to identify standards and practices which equate to effective professional learning; and

- offer advice on how NEAP might better articulate a consistent vision of professional learning within DepEd and possibly more widely involving other school systems and CHED (Commission on Higher Education) through Teacher Education Institutions (TEI).

A qualitative approach was employed. This approach enriched and elaborated understandings from which to envision and compare options defensibly for the enhancement of NEAP in the future. The methods applied included document analysis, semi-structured interviews, focus group discussions, and risk analysis.

An extensive review and analysis of official documents was conducted in order to trace the development of NEAP from the creation of its predecessor in 1985 to the present. This review involved a chronology and a thematic analysis of the official documents.

Semi-structured interviews and focus group discussions were conducted with key personnel, at a number of levels, in the:

- Department of Education (DepEd), Philippines;

- Philippine Judicial Academy (PHILJA), Philippines;

- Development Academy of the Philippines (DAP);

- Ateneo de Manila, Philippines;

- Office of the Education Council (OEC), Thailand; and

- Ministry of Education (MOE), Malaysia.

Importantly for DepEd personnel, extensive semi-structured interviews and focus group discussions were undertaken about the present-day context of NEAP. In particular, data were collected on:

- how current professional development is operationalized;

- how funding bids, used as a proxy for professional learning activity, determine which units within the Central Office of DepEd are involved in the development and delivery of professional development;

- the plantilla and current functions of NEAP and NEAP–R; and

- the relationship between the functions of Central Office units described in the Compendium of DepEd Office Functions and Job Descriptions, and current professional development activities.

Synthesis and analysis of the information collected through document analyses, semi-structured interviews and focus group discussions enabled the identification of options and construction of models for the future organizational position, structure, mandate and functions of NEAP.

Risk analysis was applied to each of the models. Four categories of 'Risk' were identified in this analysis: Organizational Risk; Internal Capacity Risk; Political Risk; and Financial Risk. Relevant variables were identified and used as decision-making criteria to enable valid comparison of the models, which enabled defensible recommendations to be proposed in order to develop policy to guide and monitor progress towards the future enhancement of NEAP.

Findings

It is proposed that the transformed NEAP should take charge of the overall responsibility for the design, development and delivery of professional development for teachers, school leaders, and other teaching-related personnel. In addition, NEAP should maintain training standards and the quality of training delivery.

The only other unit responsible for training in DepEd should be BHROD which should continue to assume responsibility for administrative and non-teaching-related personnel (budget officers, accountants, procurement officers, etc). BHROD should also continue to assume responsibility for initiatives linked to the Results-based Performance Management System (RPMS).

Three possible governance structures of a transformed NEAP were analyzed:

1. an independent agency created by law;

2. an agency attached to the DepEd; and

3. an office organic to DepEd (such as a Professional Development Bureau).

Stakeholders expressed little support for the first option, reconfiguring NEAP as a 'detached' or independent agency from DepEd, even though this option would clarify responsibility for professional development within DepEd. It was determined that setting up an independent agency requiring a law would be the most difficult to attain and most unlikely to be supported both within the bureaucracy and by Congress.

The third option was favored by some stakeholders on the grounds that the current arrangements facilitate close collaboration with NEAP in the development of professional development programs. This viewpoint is predicated on continuation of the current professional development programs and delivery models.

As a balance to these views, the majority of stakeholders reported that the current arrangements were inadequate, particularly at the regional level where HRDDs and CLMDs are being overloaded with requirements to implement centrally-developed training programs from multiple Bureaus and NEAP-CO. This was reported to diminish their capacity to address specific regional needs and achieve their own KRAs.

The large majority of stakeholders supported the second option. This favored an attached agency that had a direct line of responsibility to the Secretary of DepEd.

The FGDs also revealed a common view on NEAP–ROs. These offices should be set up in every region and complement those at NEAP–CO. The proposed organizational structure, in addition to the one provided in Figure 3–3, offers an sound basis upon which planning of NEAP–CO and NEAP–ROs could be based (see Figure ES–2, Figure ES–3).

The findings have been summarised in the full list of Recommendations below. These Recommendations have been grouped under 12 areas: Structural Relationships; Leadership; Governance; Scale and Staffing; Program Development and Delivery; Quality Assurance; Career Development; Teacher Agency; Professional Development Planning; Professional Learning and Higher Education; Professional Regulation Commission; Implementation.

Conclusion

This Report proposes a system to support NEAP in executing its function as the principal agency for the professional development of teachers, school leaders and other teaching-related personnel in the Philippines.

The proposed integrated system will enable NEAP to strengthen schooling at a national level. The role of NEAP will be informed by empirical evidence concerning the professional learning needs of teachers in government schools in the Philippines.

A significant indicator of whether the reforms will be accepted and implemented will be in the move to make NEAP an *attached* agency. The enhanced status of the transformed NEAP as an attached agency should give it the *gravitas* necessary to succeed.

The most critical factor in the successful transformation of NEAP is DepEd Leadership. For this needed reform to be implemented successfully, and the many benefits it offers to teacher quality enhancement and improved student-learning outcomes to be realized, it needs to have the full backing of the DepEd leadership at the national and regional levels. Without this, the reform will have no champion.

Full Recommendations

Structural Relationships (Rec 1 – Rec 5)

Recommendation 1

It is recommended that NEAP be re-constituted as an *attached* agency within DepEd with a direct line of management to the Secretary. The various components of NEAP (NEAP–CO, NEAP–RO), a presence at the Division level, and the regional training facilities, should have clear reporting lines by being unified in a vertically-integrated organization. (Figure ES–2)

Recommendation 2

It is recommended that Regional NEAP Offices (NEAP–RO) be established in all Regions and that NEAP–RO should be physically separated from and staffed independently of HRDD (Figure ES–3). NEAP–RO personnel would report to the Regional Director and coordinate with the Director – NEAP in Regions, at NEAP–CO, who, in turn, would report to the Head of NEAP–CO.

Recommendation 3

It is recommended that NEAP have the capacity to undertake and foster research to support its activities, and to increase research-based knowledge and practice, both within NEAP and more widely across personnel from Central Office, Regions, Divisions, Districts and schools.

Recommendation 4

It is recommended that the structure of NEAP-CO could involve seven Offices (Figure ES–2). These are:

Office of the Dean/Chief Executive Officer, which concerns Executive Support and Policy Formation, and acts as the secretariat for an Executive Board and the Advisory Council.

NEAP in the Regions Office, which ensures a two-way flow of information policy to and from NEAP–CO and NEAP–RO concerning all aspects of NEAP's work such as the design, development and delivery aspects of NEAP programs as well as NEAP staff development.

The following Offices comprise two Divisions each.

Education Programs Office, which comprises two Divisions: (i) *Career Progression Division* focused on Teacher Induction, Career Stage development – at Proficient Teacher, Highly Proficient Teacher, and Distinguished Teacher, Professional Development of Executives and Other Instructional Personnel; and (ii) *Focus Programs Division*, which addresses, for example, Subject Areas Content and Pedagogy, Gender and Development, Learner Diversity, and Alternative Learning System.

Program Delivery Office, which comprises two Divisions: (i) *Online and Materials Division,* focused on Online programs, Distance Education Programs, Clearinghouse, Material Development; and (ii) *Training Division* focused on Coaching, Mentoring, Training of Trainers.

External Liaison Office, which comprises two Divisions: (i) *Stakeholder Relations Division,* focused on Liaison with DepEd, TEIs, PRC, Equivalency recognition*, CPD*; and (ii) *Events Coordination Division,* which coordinates development activities and develops links with local and foreign organizations.

Research Office, which comprises two Divisions: (i) *Research Division*; and (ii) *Planning and M & E Division*.

Administration Office, which comprises two Divisions: (i) *Administration and Finance Division*; and (ii) *ICT Unit* focused on Data Services and Web Content.

Recommendation 5

It is recommended that the Bureau of Human Resource and Organizational Development (BHROD) and its regional counterpart, the Human Resources Development Division (HRDD), be responsible for the provision of the professional development needs through the overall

design, development and delivery of programs supporting:

(i) non-Teaching/Administrative Personnel. Note: certain courses could be delivered in-house by BHROD or HRDD whereas other more specialized courses (e.g., procurement) could be outsourced to accredited training institutions; and

(ii) the application of the Results-based Performance Management System (RPMS). Note: there would be strategic alignment between BHROD and a transformed NEAP, especially in relation to those policies that focus on teacher assessment, employment, promotion and rewards.

Leadership and Governance (Rec 6 – Rec 8)

Recommendation 6

It is recommended that:

a. a role title of 'Dean' (or equivalent) with the rank of an Assistant Secretary be used for the head of NEAP–CO, suggesting an academic, data-informed, research-driven basis guiding the directions and developments of NEAP's mission, purpose and deliverables; and

b. the Heads of NEAP-ROs be at the level of Chief.

Recommendation 7

It is recommended that the Research Division be led by a Director/Chair of Research to be occupied successively by accomplished TEI researchers on fixed-term appointments. Responsibilities of the Director/Chair of Research should include:

a. conducting and publishing research on NEAP programs and international best practice in professional development; and

b. strengthening the research capacity of other personnel in the Research Division of NEAP and more widely.

Recommendation 8

It is recommended that the governance arrangement for NEAP should comprise a two-tiered structure: (i) a small Executive Board; and (ii) a representative Advisory Council. It is also recommended that the following responsibilities and personnel would be associated within this structure.

An **Executive Board** responsible for Governance

Responsibilities

   a.   to provide strategic policy and planning;

   b.   to undertake financial and risk management; and

   c.   to meet on a quarterly basis.

Membership (high-level strategic membership) to include; for example:

   a.   Secretary of Education (Chair);

   b.   Undersecretary for Curriculum and Instruction;

   c.   a nominee of CHED;

   d.   a representative of the Professional Regulation Commission (PRC); and

   e.   a representative of the Department of Budget and Management (DBM).

A representative **Advisory Council** composed of 11-to-15 respected individuals in the field of education

Responsibilities

   a.   to advise on NEAP's programs;

   b.   to meet on a quarterly basis; and

   c.   to report through the Dean to the Executive Board.

Membership (strategic) to include; for example, representatives of:

   a.   Central Office Bureaus (suggest 3), Regions and Divisions (suggest 2);

   b.   principals' organizations and professional teaching organizations drawn from a list of recognized organizations (suggest 3);

   c.   National Center for Teacher Education; Centers of Excellence, Centers of Development, National Network of Normal Schools, … (suggest 3); and

   d.   individuals with impeccable academic credentials and gravitas; academic leaders/deans, individuals with international experience, former government officials (suggest 3).

Chief Executive Officer, with the title of **Dean,** or its equivalent, to be:

   a.   responsible for the day-to-day management and operations of NEAP;

   b.   executive officer of the Executive Board; and

   c.   chair of the Advisory Council.

Scale and Staffing (Rec 9)

Recommendation 9

It is recommended that a review of the staffing needs of NEAP–CO and Central Office Bureaus be undertaken with a view to transferring positions to NEAP.

NEAP's Role and Functions (Rec 10 – Rec 15)

Recommendation 10

It is recommended that NEAP as a whole:

a. assume responsibility for the design, development and delivery of programs supporting teachers and instructional personnel;

b. offer and manage tenders for the design, development and delivery of PD to TEIs and other training organizations;

c. establish policies and support materials to build the capacity of in-school mentors and coaches, enhance peer observation skills and strengthen LACs;

d. enhance current leadership programs for RDs, superintendents, supervisors and principals through linkages with DAP and business management schools;

e. offer some training programs that provide foundational pedagogical and content knowledge and/or skills and others that provide advanced pedagogical and content knowledge and/or skills;

f. assume responsibility for awarding scholarships and study grants to enable higher-level study and overseas study tours;

g. develop an online clearinghouse to improve access to professional development programs; and

h. prioritize the development of its own staff both initially and in the longer term to ensure the quality of the organization's outputs.

Recommendation 11

It is recommended, as an interim arrangement, that NEAP's functions include the quality assurance of programs *not* offered by NEAP. In the case of programs delivered by NEAP's personnel, Quality Assurance should be undertaken by an independent agency.

Recommendation 12

It is recommended that NEAP assume responsibility for the Teacher Induction Program (TIP).

Recommendation 13

It is recommended that NEAP provide leadership in teachers' career progression against the Career Stages of the PPST in the design, development and delivery of a Career Progression Program (CPP) of professional development. The program should address professional development for:

    a. newly hired teachers with 0-3 years of experience in public schools;

    b. mandatory progression from Career Stage 1 (Beginning Teacher) to Career Stage 2 (Proficient Teacher); and

    c. voluntary progression to Career Stage 3 (Highly Proficient Teacher) and Career Stage 4 (Distinguished Teacher).

Recommendation 14

It is recommended that NEAP maintain responsibility for ensuring DepEd's CPD programs continue to comply with the PRC's accreditation requirements.

Recommendation 15

It is recommended that a transformed NEAP work closely with the PRC in helping establish high-quality relevant guidelines consistent with Professional Standards. (Note: Currently, for teachers these comprise the *Philippine Professional Standards for Teachers* (PPST). New Professional Standards for school leaders are currently under development.)

Teacher Agency (Rec 16)

Recommendation 16

It is recommended that NEAP should stress the centrality and importance of supporting teacher agency in designing, planning and delivering professional learning, and teacher agency should be evident in any future L&D plan and actions.

Professional Development Planning (Rec 17– Rec 19)

Recommendation 17

It is recommended that the Learning and Development (L&D) system needs to be reconceptualized to promote attainment of the PPST explicitly through supporting practices, such as in-school mentoring and coaching, peer observation, best practice videos and work samples. It also needs to consider the development of individualized professional development programs that can be delivered through online and distance-learning modes.

Recommendation 18

It is recommended that the L&D system must set out a planning process and include mechanisms for determining and addressing the demand for professional development so as to add an alternative to addressing teacher needs by predominantly top-down and supply-driven approaches. The proposed L&D system needs to determine also the extent to which the processes are being implemented or followed.

Recommendation 19

It is recommended that consideration be given to broadening the range of data used to determine professional development needs of teachers and school leaders. New links need to be formed between the data collected by Bureaus such as the Bureau of Human Resource and Organizational Development (BHROD) and Bureau of Education Assessment (BEA), and research findings by research centers such as the Philippine National Research Center for Teacher Quality (RCTQ) to help focus NEAP planning. This involves:

a. for BHROD, the potential to collect significant organizational and individual performance data from the use of RPMS that could be aggregated and analyzed for professional development planning purposes. This should begin to occur in June/July 2018 with national data being collected from all teachers in the Philippines;

b. for BEA, the use of student outcome data as proxies, or direct indicators, to identify systemic weaknesses and teachers' development needs to help in the design of targeted interventions;

c. for RCTQ, the application of the findings of the national randomized trial concerning teacher subject knowledge in the Teacher Development Needs Study to help target teacher development needs in English, Filipino, Mathematics and Science across the country.

Professional Learning and Higher Education (Rec 20 – Rec 22)

Recommendation 20

It is recommended that the role of HEIs in the professional development of DepEd staff should be enhanced from current practice but closely monitored by NEAP staff in terms of PD focus and relevance to the needs of DepEd as aligned to and support of the PPST.

Recommendation 21

It is recommended that NEAP partner with peak HEIs/TEIs (examples include: National Center for Teacher Education; Centers of Excellence; Centers of Development; and the National Network of Normal Schools) in the development and delivery of professional

development programs. Strict guidelines and performance criteria for the development and delivery of professional development programs should be formulated by NEAP.

Recommendation 22

It is recommended that professional development programs that provide advanced knowledge and/or skills should be recognized as Continuing Professional Development and some should be recognized, under certain strict conditions, as contributing to Masters or Doctoral programs for teachers and school leaders. A working party should be convened to investigate recognition of advanced training programs in Masters and Doctoral programs. At minimum, the working party should determine:

a. the Higher Education Institutions that should be able to participate in program development and delivery;

b. the programs that can be included;

c. the maximum amount of 'credit', or equivalency, that could be awarded to a portfolio of training programs; and

d. how such arrangements can be explicitly linked to the Philippine Professional Standards for Teachers, Principal Standards or Supervisor Standards.

Implementation of a Transformed NEAP (Rec 23 – Rec 24)

Recommendation 23

It is recommended that the transformation of NEAP be championed though active and participatory leadership by senior DepEd personnel at the national and regional levels.

Recommendation 24

It is recommended that the following actions be undertaken on acceptance of the Recommendations. These actions are to establish:

1. an *Implementation Task-Force*. This body should be of a modest size (10 to 15 persons). In addition, there should be a small dedicated secretariat comprising research team members and DepEd personnel seconded to the task. The purpose is to produce a *Detailed Design Phase Report* to include determination of:

   a. the scale of NEAP-CO and NEAP-RO, in terms of the number of dedicated staff;

   b. the position titles and position levels of staff appointed to NEAP-CO and NEAP-RO;

c. the role descriptions of the staff to be employed;

d. the nature of the impact, if any, of the staffing of NEAP on other DepEd Bureaus or Regional Offices in terms of their staffing, structures and outcomes;

e. the funding needed and identification of where these funds might appropriately be sourced;

f. the location of NEAP–CO and an indication of establishment needs and associated costs;

g. the location of NEAP-ROs and an indication of establishment needs and associated costs;

h. a communication strategy and plan; and

i. other relevant outcomes.

2. a *Pre-Implementation Phase*. Key outcomes would include:

a. drafting and dissemination of signed DepEd Order on NEAP Transformation;

b. advertising and recruiting senior positions as well as other staff to take up positions in NEAP–CO and NEA–RO;

c. identifying the staffing positions within Bureaus and HRDD units to be most appropriately located in NEAP-CO and NEAP-ROs;

d. establishing building and office space both centrally and in the Regions;

e. procuring furniture;

f. resourcing computers and IT infrastructure;

g. establishing IT, Finance and Administration Offices; and

h. other relevant actions.

3. an *Implementation Phase Time-line*. This will guide the transformed NEAP to be operational, in part, from April 2019 with full functioning established prior to December 2020.

Figure ES–1: Overview of how Funds and Professional Development are cascaded from NEAP Central

The diagram shows a matrix organized by levels (CENTRAL, REGIONAL, DIVISIONS & DISTRICTS, SCHOOLS) and flows of funds and professional development.

CENTRAL level:

- **Human Resource Training and Development (HRTD) Funds**

- *Preparation of Allocation and Availment of HRTD Funds by Office/Unit*
  1. *PM endorses proposal to the Planning Service (PS) for review.*
  2. *PS reviews, consolidates activities and submits to Budget Division (BD)*
  3. *BD incorporates to DepEd budgets before submission to the DBM.*

- *For use of Central HRTD funds, the Portfolio Manager (PM) of respective offices, in coordination with NEAP, serves as the clearing house for training proposals.*

- **National Educators Academy of the Philippines**

- **Other Offices in the Central Office** — PS, BLSS, Admin Services

- **Offices under the Office of the Undersecretary for Curriculum and Instruction** — BLR, BCD, BLD

- *Director or Head submits proposal to their Portfolio Manager*

- **Bureau of Human Resource and Organizational Development**

- **Teacher Education Council**

REGIONAL level:

- *HRTD funds are downloaded to RO with RD as the RO's Portfolio Manager*

- **Curriculum and Learning Management Divisions**

- *For additional funding:*
  1. *RD submits proposal to the Portfolio Manager in the CO*
  2. *Concerned office (Bureau or NEAP) reviews proposal and provides recommendation.*
  3. *The Portfolio Manager, in consultation with Usec for Finance takes appropriate action.*

- **Human Resource Development Division**

DIVISIONS & DISTRICTS level:

- *HRTD funds are downloaded to SDOs; Schools Division Superintendent takes on the role of a Portfolio Manager; SDS provides directions in the use of HRTD funds, in consultation with the RD*

- **Schools Governance and Operations Division (SGOD) - Human Resource Development Section (HRDS)**

SCHOOLS level:

- *For DepEd personnel in SDOs and schools, a Screening Committee is established by the RO and DO to evaluate the application for support fund.*

- **Principals and instructional leaders**

LEGEND:
- PD provided by NEAP
- PD provided by other offices in the CO
- HRTD funds flow

Figure ES–2: Organizational Chart – NEAP Central Office

Figure ES–3: Organizational Chart – NEAP in Regions

1 INTRODUCTION: NEAP TRANSFORMATION STUDY

1.1 Introduction

This report responds to a request from Secretary Leonor M. Briones of the Department of Education (DepEd) that priority be given to a study focused on strengthening professional development provision, and the opportunities arising from the *Philippine Professional Standards for Teachers* (PPST) to enhance the system-wide quality of professional practice in education.

The study has been funded through the Australian Aid-sponsored Basic Education Sector Transformation (BEST) program. The research and the writing of this report has been undertaken by staff at the SiMERR National Research Centre (SiMERR) based at the University of New England, Australia and staff at the Philippine National Research Center for Teacher Quality (RCTQ) based at the Philippine Normal University.

The study involves the development of a policy-level concept report focused on transforming the National Educators Academy of the Philippines (NEAP). In this report, 'NEAP' refers to the complete, tiered organization, 'NEAP–CO' refers to NEAP Central Office, and NEAP–RO refers to NEAP in the Regional Office. Please note that this distinction is not consistently maintained in official documents.

The report is designed to:

- establish a baseline position upon which future policy actions can be built;

- include consideration of the institutional and organizational requirements of NEAP;

- provide advice on issues associated with the diversity of Philippine learners, learning contexts and modes to determine requirements of an inclusive professional development model;

- scope out a small number of models that could be relevant to the Philippines;

- locate the models within international contexts in two other countries to identify standards and practices which equate to effective professional learning; and

- offer advice on how NEAP might better articulate a consistent vision of professional learning within DepEd and possibly more widely involving other school systems and CHED (Commission on Higher Education) through Teacher Education Institutions (TEI).

1.2 Background

Effective national and organizational human resource development (HRD) policies and programs are regarded as fundamental to national and organizational productivity, competitiveness, and the standard of living enjoyed by a nation's citizens. While in economic

terms such policies and programs exist at a macro level, their focus and impact are on enhancing the skills and capacities of individuals. While there are a range of definitions for human resource development, McLean and McLean (quoted in Swanson and Elwood 2001, p. 4) define HRD as:

> Any process or activity that, either initially or in the long term, has the potential to develop adults' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity.

The implications of such a definition for HRD policies and programs in agencies responsible for the delivery of public education to school-aged students, such as DepEd, are multifaceted in terms of the diverse development needs of personnel in central, regional, divisional, district and school offices. The complexity of the HRD context and budgetary limitations of such organizations present difficulties for prioritizing professional learning and development needs of personnel within the organization.

1.2.1   Teacher Professional Development

In the context of their comparative report on five jurisdictions transitioning their K to 12 policies and programs, Sarvi, Munger and Pillay (2015, p. 52) contended that:

> Teachers are the engine that pulls K–12 reform along, slows it down, or derails it. Even in very high-achieving systems, teacher professional development is a *sine qua non* of any reform.

However, setting aside the immense training and development demands associated with implementation of K to 12 initiatives, on-going professional development is necessary to ensure that the opportunities public education provides for young people are maintained and enhanced. There is now significant empirical research (Darling-Hammond, 2000; Rowe, 2003) demonstrating that effective teachers positively influence the learning of students. Mizell (2010, p. 1) emphasised the importance of teacher professional development.

> Research confirms that the most important [in-school] factor contributing to a student's success in school is the quality of teaching. While parents may not be familiar with the research, they are united in their desire to ensure great teaching for every child every day. Professional development is the most effective strategy schools and school districts have to meet this expectation.

Professional learning that is relevant to teachers' context and needs, and targeted at improving their content and pedagogical knowledge, is seen to be critical to maintaining and building the capacity of teachers to influence student learning (Centre for Educational Research and Innovation (CERI), 2014). Further, Avalos contended:

> at the core of such endeavours is the understanding that professional development is about teachers learning, learning how to learn, and

transforming their knowledge into practice for the benefit of their students' growth. (Avalos 2011, p. 10)

Teacher professional learning occurs through a wide range of formal and informal activities and situations. Formal activities comprise the wide range of professional development programs provided by employing authorities, schools, and other agencies including Teacher Education Institutions (TEIs). Informal learning occurs through both planned and unplanned peer collaboration, mentoring, monitoring and supervision. However, the recent Review to Achieve Excellence in Australian Schools (Gonski, et al., 2018) noted:

> Not all types of professional learning are equally effective. Professional learning is most impactful when it is relevant, collaborative, future-focused, and when it supports teachers to reflect on, question and consciously improve their practice. (AITSL, 2014, cited in Gonski et al., 2018, p. 67)

> Professional learning programs should be adaptive, responsive, and draw on global best practice in effective adult learning. High-quality teacher professional learning includes opportunities for active learning and interaction with colleagues; takes place over an extended period of time; and comprises collective learning activities (for example, communities of practice) or joint research with other teachers. (OECD, 2017, cited in Gonski et al., 2018, p. 67)

> …

> International studies show that traditional forms of professional learning, such as short workshops and seminars, are more prevalent in the education sector than innovative and high-quality approaches that are more likely to lead to a change in teaching practice. Innovative and high-quality types of professional learning include networking, mentoring, classroom observations and building professional learning communities (Freeman, O'Malley, & Eveliegh, 2014, and Schleicher, 2016, cited in Gonski et al., 2018, p. 67)

> High-quality professional learning programs, however, that continually improve learning and teaching are time-intensive and require considerable resources. While many school leaders and systems are open to providing more professional learning opportunities, too often they cannot find the time or resources to do so. (Jensen, 2014, cited in Gonski et al., 2018, p. 67)

1.3 Context

The Department of Education (DepEd) in the Philippines is currently responsible for more than 27.7 million students enrolled in 67,421 schools (Department of Education - Republic of the Philippines, 2018). In March 2018, the approved plantilla for DepEd was 822,856 which includes 731,613 teaching staff (Office of the Planning Service).

Further and ongoing recruitment of teachers to enable the implementation of the K to 12 initiatives has substantially increased the number of teachers and, hence, the scale of the professional development challenge facing DepEd.

1.3.1 Current Staffing

Given that DepEd is such a large bureaucracy, it makes sense that it should be segmented by level and focus to enable planning of support and learning needs across levels. This can be done in numerous ways and employing quite different approaches. A workable grouping for DepEd is offered below under three headings (Note: the numbers provided are of the approximate order.):

(1)　Managerial level (> 30,300)
- Regional Directors (17)
- Assistant RDs (approximately (17)
- Central Office Directors (~20)
- Superintendents (~200)
- Assistant Superintendents (~300)
- Education Supervisors (~2500)
- District Supervisors (~2500)
- Principals and school heads (24,866)
    - School Principal IV (1,100)
    - School Principal III (1,872)
    - School Principal II (5,702)
    - School Principal I (14,748)
    - Special School Principal II (3)
    - Special School Principal I (3)
    - Assistant Principal III (20)
    - Assistant Principal II (1,400)
    - Assistant Principal I (17)
    - Assistant Special Principal (1)

(2)　Classroom teachers (> 760,000, excluding Teaching Aides and Librarians)
- Master Teacher III (12)
- Master Teacher II (15,465)
- Master Teacher I (37,874)
- Head Teacher VI (955)
- Head Teacher V (193)
- Head Teacher IV (320)
- Head Teacher III (10,492)
- Head Teacher II (1,777)
- Head Teacher I (6,818)
- Special Science Teacher I (310)
- Special Education Teacher V (3)
- Special Education Teacher III (291)
- Special Education Teacher II (221)
- Special Education Teacher I (3,004)

- o Teacher III (177,285)
- o Teacher II (129,830)
- o Teacher I (392,514)
- o Teaching Aides
- o Librarians[1]

(3)   Non-Teaching Personnel (~50,000)
- o Budget officers
- o Accountants and bookkeepers
- o Property and procurement officers
- o Clerks
- o Drivers
- o Others

1.3.2   National Educators Academy of the Philippines

Faced with a significant expansion of schooling provision in the mid 1980s, Letter of Instructions No. 1487, which set out a plan to revitalize professional learning, was issued on 10th December 1985. The Letter of Instructions set out a number of structures to support professional learning. These included:

- a National Education Learning Center (NELC);

- a Regional Education Learning Center (RELC)s in each Region/sub-Region; and

- Decentralized Learning Resource Center at Division, District and School Levels.

Subsequent Executive and Administrative Orders issued over time resulted in the NELC and RELCs being reconstituted as the 'National Educators Academy of the Philippines' (NEAP) and the 'National Educators Academy of the Philippines in the Region' (NEAP–R), respectively. The structure, role and effectiveness of these units in supporting the planning, development and delivery of Professional Development across DepEd are the subject of this investigation and report.

1.3.3   Philippine Professional Standards for Teachers (PPST)

In August 11, 2017, by the decision of Secretary of DepEd, Leonor M. Briones, the national adoption and implementation of the *Philippine Professional Standards for Teachers* (PPST) was signed into policy through Department Order No. 42, series of 2017.

The PPST was developed and nationally validated by the RCTQ-SiMERR research consortium. The PPST articulates Teacher Quality in the Philippines under seven Domains which are explicated through 37 Strands. In addition, the PPST differentiates teachers' professional

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[1] In the DepEd plantilla, Librarians are classified as on-teaching personnel although in professional terms they are considered academic professionals.

practice through four developmental career stages: Beginning Teacher (Career Stage 1), Proficient Teacher (Career Stage 2), Highly Proficient Teacher (Career Stage 3) and, Distinguished Teacher (Career Stage 4). Professional practice in each Career Stage is articulated through a set of developmental Indicators for each Strand.

In Department Order No. 42, series of 2017, the policy notes that PPST aims to:

- set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice;

- engage teachers to actively embrace a continuing effort in attaining proficiency; and

- apply a uniform measure to assess teacher performance; identify needs, and provide support for professional development. (Section 4, p. 1)

In addition, the Department Order states:

> The PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards (Section 5, p.1).

This document sets a clear agenda for a Transformed NEAP, and has clear and significant implications for the professional development of educators.

1.3.4 Training and Development to Learning and Development

The Training and Development (T&D) system implemented in 2009, sets out complex processes for determining and addressing demand for professional development. T&D has different specific objectives that can be delivered in different ways to different audiences.

DepEd Order No. 30, s. 2009 stated:

> Development of the T&D System started in May 2008. The T&D System Operations Manual was validated and rolled out in the STRIVE areas of DepEd Regions VI, VII, and VIII, and the Divisions of Negros Occidental, Bohol/Tagbilaran, and Northern Samar. The System was adopted for national implementation in April 2009, with NEAP as the interim agency responsible for the operationalization of the system in coordination with the bureaus, regions, divisions, and schools.

Currently, work has commenced to revise and update the current Training and Development (T&D) System. The new system is to be called the Learning and Development (L&D) System to differentiate from past/current policy. The move from the use of 'Training' to 'Learning' is important as it implies a change in thinking that expands and shifts the focus of professional

learning from giving information to providing an environment to acquire information at different levels using different learning modalities.

As a consequence, this Report uses the term Training and Development (T&D) when it refers to past practice. The term Learning and Development (L&D) is used in preference to T&D when the focus is about future initiatives.

1.4   Research Team

The research team comprises experienced researchers and support staff from the SiMERR National Research Centre, the Philippine National Research Center for Teacher Quality, Denstat Solutions and the Asian Institute of Management. Overall, the research team brings to this project a mix of prior research on and experience with professional standards for teachers, cost-effectiveness studies, risk analysis, and policy development, implementation and evaluation.

Research Team

	Professor John Pegg Joint Project Team Leader and Director of SiMERR National Research Centre
	Dr Gina Gonong Joint Project Team Leader and Director of Philippine National RCTQ
	Associate Professor Joy Hardy Deputy Director of SiMERR National Research Centre
	Dr Bruce Mowbray Consultant: DenStat Solutions

	Associate Professor Juan Miguel Luz Asian Institute of Management
	Mr Manolo Labor RCTQ Project Officer
	Mr Michael Wilson Rosero RCTQ Project Officer
	Mr Lyndon Morales RCTQ Project Officer

The Research Team worked closely with:

	Project Adviser Atty Nepomuceno A. Malaluan Undersecretary Chief of Staff of the DepEd
	Project Liaison Officer Ms Krupskaya M. Añonuevo Program Liaison Officer Basic Education Sector Transformation Program (BEST)

2 METHODOLOGY

2.1 Introduction

The methodology was underpinned by a transformative agenda and a systems approach. The transformative agenda was geared towards the enhancement of the National Educators Academy of the Philippines (NEAP) and the consequent enhancement of the training and development of teachers and instructional leaders in DepEd. The systems approach examined how NEAP interacts with other organizational units within DepEd Central Office and the Regions, as well as with attached agencies and coordinating councils, such as the Teacher Education Council (TEC).

Three broad questions were addressed in order to trace the past and outline the present:
1. Where have we come from? (Historical markers)
2. Where are we today? (Assessment of progress)
3. How do we get there? (Milestone suggestions)

2.2 Methods

A qualitative approach was employed to investigate the questions set out in the terms of reference and to provide enriched and elaborated understandings from which to defensibly envision and compare options for the enhancement of NEAP in the future. The methods included document analysis, semi-structured interviews, focus group discussions, and cost-benefit and risk analyses.

The inception and evolution of NEAP is traced through analysis of key official documents including the Letter of Instructions that ordered and instructed the creation of the National Educational Learning Center (NELC), and subsequent Orders that effected changes to the name, organizational structure, staffing and mandate of NELC. These changes culminated in the National Educators Academy of the Philippines (NEAP) as it is configured and operationalized today. The document analysis also involved the examination and analysis of official documents pertaining to other bodies with which NEAP operates, such as the Teacher Education Council (TEC).

Semi-structured interviews and focus group discussions (FGDs)were conducted with key personnel, at a number of levels, in the:
- Department of Education (DepEd), Philippines;
- Philippine Judicial Academy (PHILJA), Philippines;
- Development Academy of the Philippines (DAP);
- Ateneo de Manila, Philippines;
- Office of the Education Council (OEC), Thailand; and
- Ministry of Education (MOE), Malaysia.

The semi-structured interviews and focus group discussions:

1. provided insights into the broad questions outlined previously. They supplemented the document analysis by adding contextual information to the historical development of NEAP. Long-standing DepEd personnel provided narrative chronologies that supplemented the chronology traced through document analysis.

2. provided contextualized information on 'where we are today' as well as information on the training and development roles and activities of various bureaus within DepEd and how they interface with the training and development roles and activities of NEAP. This enabled the identification of synergies, efficiencies, tensions, redundancies and gaps.

3. elicited commentary concerning aspirations for NEAP. Thus, they provided insights into future options for the organizational position, structure, mandate and operation of NEAP. Further insights into future options were provided by semi-structured interviews and focus group discussions with personnel in other academies in the Philippines, namely the Philippine Judicial Academy (PHILJA) and the Development Academy of the Philippines (DAP), and the training and development units within the Office of the Education Council in Thailand and the Ministry of Education in Malaysia. The latter enabled benchmarking of good practices of teacher training and development within the Association of Southeast Asian Nations (ASEAN).

4. enabled the collection and analysis of grey literature, i.e., documents that are produced and distributed by organizations outside traditional commercial or peer-reviewed processes. Such documents included presentations, reports, professional magazines and promotional materials, i.e., materials that came from "a complex landscape of information artefacts generated in the course of real-life practices" (Adams, Smart & Huff, 2017, p. 345), which are typically difficult to access. Information that was publicly available on the websites of the participating organizations also contributed to the grey literature that was collected and analyzed. The inclusion of grey literature in the methodological design is consonant with Adams, Smart and Huff's view that it "can bring the disparate voices of experience into scholarly conversation to increase its relevance and impact" (2017, p. 345). Nevertheless, the issue of the credibility of grey literature was acknowledged and mitigated by attentiveness to tensions, contradictions and omissions within the grey literature. Such tensions, contradictions and omissions were investigated in the semi-structured interviews and focus group discussions, and through cross-references to official documents.

Synthesis and analysis of the information collected through document analyses, semi-structured interviews and focus group discussions enabled the identification of options and construction of models for the future organizational position, structure, mandate and functions of NEAP. Cost-benefit analysis and risk analysis were applied to each of the models presented. Relevant variables were identified and used as decision-making criteria to enable valid comparison of the models, which enabled defensible recommendations to be proposed in order to develop policy to guide and monitor progress towards the future enhancement of NEAP.

2.3 Core Focus Group Discussions and Semi-Structured Interviews: Prompts and Questions

Core questions and prompts were developed for use in the focus group discussions and semi-structured interviews. They were designed to be adapted, as necessary, to suit particular respondents and respondent groups.

Three distinct categories of core questions and prompts were developed. General questions and prompts were relevant to all respondents, i.e., personnel in the Department of Education (DepEd), Philippines; the Philippine Judicial Academy (PHILJA), Philippines; the Development Academy of the Philippines (DAP); Ateneo de Manila, Philippines; the Office of the Education Council (OEC), Thailand; and the Ministry of Education (MOE), Malaysia. DepEd-specific, NEAP–CO-specific and NEAP–RO-specific questions were relevant to DepEd personnel only and could be posed to DepEd respondents irrespective of their position.

2.3.1 General Questions and Prompts

1. What are the current professional learning priorities and how were they developed?

2. What professional learning initiatives are currently being developed?

3. Who is/was responsible for developing the initiatives?

4. To what extent do these initiatives meet demand for professional learning?

5. What are the modes of delivery of these initiatives?

6. Are there existing arrangements with credit-point courses at Teacher Education Institutions (TEIs) and/or other training organizations?

7. How are the development and delivery of professional learning initiatives coordinated across the organization as a whole and/or across specific levels within the organization?

8. How many personnel work across the organization as a whole and/or across specific levels within the organization, and what are their levels and areas of expertise?

9. What are the number and types of clients?

10. Is impact/effectiveness determined? If so, how and by whom?

11. What are the strengths of current programs and arrangements?

12. What are the weaknesses of current programs and arrangements?

13. Are there unrealized opportunities for the development and delivery of professional learning? If so, what are they?

14. What is your wish list in relation to:

    a. areas of professional learning that are not currently met;

    b. delivery modes and models;

    c. recognition of outcomes;

d. quality control;

e. funding;

f. coordination across the organization; and

g. other?

15. Are there constraints to achieving the wish list? If so, what are they?

16. What advice do you have for the research team?

2.3.2 DepEd-Specific Questions and Prompts

1. To what extent are the professional development needs of regions, divisions, districts and schools met by programs developed by:

    a. Central Office;

    b. regions;

    c. divisions; and

    d. other providers, e.g., universities, private providers?

2. What professional learning initiatives are currently being developed or offered by the Central Office, regions, divisions and/or schools districts?

3. To what extent does the supply of professional development programs address the demand for training identified through the processes set out in the T&D system?

4. Which programs are perceived to be the most valuable? Why and by whom?

5. To what extent do the scope and nature of practice at the regions, districts and schools division levels reflect the intent of official documents?

6. How effective is the current cascade model (train-the-trainer) in providing quality programs for teachers and other DepEd personnel?

7. How can regions, divisions and/or schools districts be better supported to develop and deliver quality professional development programs aimed at supporting teacher development against the PPST?

8. How can the development and delivery of professional learning be better coordinated across DepEd?

2.3.3 NEAP–CO-Specific Questions and Prompts

1. What is NEAP–CO's current remit?

2. How does NEAP–CO impact on the unit's provision of professional learning?

3. What is the extent of current consultation and/or collaboration with NEAP–CO?

4. What role does NEAP–CO have in developing and/or delivering professional learning for the bureau, region, division or schools district?

5. How effective is the current three-tier NEAP structure, NEAP–CO, NEAP–RO, Schools and Divisions, in identifying and addressing demand for professional learning? How can it be improved?

6. How does the region use the NEAP–CO-developed T&D and QAME systems to:

    a. determine and address professional development needs; and

    b. ensure the quality of professional development programs?

7. Both NEAP–CO and BHROD have provided spread sheets showing PD funding by cost center. What is NEAP–CO's role in oversighting, administering and/or acquitting these funds?

8. Do any other agencies have similar responsibilities for oversighting, administering and/or acquitting PD funds?

9. What is NEAP–CO's current operational budget?

10. Does NEAP–CO's current role in developing frameworks and standards for professional development have any impact on PD in non-government schools?

11. If you were given the opportunity to map out a future for NEAP: What would it look like in terms of its governance, relationship to DepEd, functions, structure and staffing? What are the constraints to achieving this vision?

2.3.4 NEAP–RO-Specific Questions and Prompts

1. How does NEAP–CO currently relate to NEAP–RO? Would re-structuring NEAP–CO as an attached agency impact on its relationship and capacity to work with NEAP–RO?

2. To what extent does NEAP–RO/HRDD develop its own programs to meet needs specific of the region?

3. To what extent do the training programs provided by NEAP–CO and the bureaus address regional needs?

4. What forms of T&D are conducted in the regions, and at schools and division levels?

5. What collaborations are in place for NEAP–RO to deliver its functions? (Prompt: i.e., current collaboration and coordination with support units such as DepEd bureaus, centers, units; Regional Development Council (RDC); LGUs; NGOs; GOs; TEIs and other external support organizations/institutions)

6. What is the relationship between NEAP–RO and NEAP–CO in terms of reporting, management, etc?

7. How would NEAP–RO's be affected if NEAP–CO were restructured as an attached agency?

8. What are the strengths of the current organizational and operational arrangements at NEAP–RO/HRDD?

9. What enablers are experienced at NEAP–RO/HRDD?

10. Are there as-yet-untapped opportunities for professional learning offered by NEAP–RO/HRDD? If so, what are they? How might such opportunities be realized?

11. What are the weaknesses of the current organizational and operational arrangements at NEAP–RO/HRDD?

12. Are there constraints or barriers concerning NEAP–RO/HRDD operations? If so, what are they and how could they be reduced or overcome?

13. What aspirations do you and/or others have for NEAP–RO?

3 FROM NELC TO PRESENT NEAP

3.1 Introduction

An extensive review and analysis of official documents was conducted in order to trace the development of NEAP from the creation of its predecessor in 1985 to the present. The systems approach adopted in this study examined how NEAP interacts with other organizational units within DepEd Central Office and the Regions, as well as attached agencies and coordinating councils, such as the Teacher Education Council. Tracing the development of NEAP, therefore, involved examining official documents that pertain directly to NEAP and to other bodies with which it interacts. The two sections that follow present: (i) a brief chronology of official documents; and (ii) a thematic analysis of the official documents.

3.2 Chronology of Official Documents

Examining the chronology of NEAP involved analysis of Republic Acts, Letters of Instructions, Orders and Memoranda[2] that pertained either directly or indirectly to NEAP. Table 3–1 lists key official documents that have shaped the organization and operation of NEAP. Many of the official documents are wide-ranging and only those aspects that are relevant to the development of NEAP are mentioned in Table 3–1. Expanded synopses are presented in Appendix A.

Table 3–1: Summary of Chronology

1985, Dec 10	**Letter of Instructions No. 1487: Institutionalizing a Revitalized Program of Teacher In-service Training in the Public Schools** Signed by President Ferdinand E. Marcos, LOI 1487 ordered and instructed the design of a MECS teacher training organization composed of: 1) a National Education Learning Center (NELC); 2) a Regional Learning Center (RELC) in each Region/sub-Region; and 3) Decentralized Learning Resource Centers at Division, District and School Levels.
1987, March 25	**DECS Order No. 30, s. 1987: Guidelines for the Effective Utilization of the Regional Educational Learning Center (RELC)** Signed by Secretary, Lourdes R. Quisumbing, DECS Order No. 30, s. 1987 specified guidelines on: (a) Organization and Staffing; (b) Physical Structure; (c) Resources; (d) Funds for Maintenance/Operation; (e) Management of Programs and Activities for the thirteen (13) Regional Educational Learning Centers (RELC) that had been established.
1992, May 27	**Administrative Order No. 282: Renaming the National Educational Learning Center as the National Educators Academy of the Philippines**

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[2] Presentation of the chronological summary here and in Appendix A closely mirrors the text of the official documents to preserve their intended meaning.

	and for other purposes Signed by President Corazon Aquino and Executive Secretary Franklin Drilon, AO 282 renamed NELC as the National Educators Academy of the Philippines (NEAP), specified six objectives, added two components (Research and Program Development, and Training and Materials Development), and specified that personnel of the Staff Development Division of the Human Resource Development Services of DECS under the Office of the Assistant Secretary for Human Resource Development shall constitute the initial staff complement of the Academy.
1992, June 19	**DECS Order No. 63, s. 1992: The National Educators Academy of the Philippines** Signed by Secretary Isidro D. Cariño, DECS Order No. 63, s. 1992 disseminated information in Administrative Order No. 282 to: 1) Bureau Directors; 2) Regional Directors; 3) School Superintendents; 4) Presidents, State Colleges and Universities; and 5) Vocational School Superintendents/Administrators/Principals.
1994, Aug 4	**Republic Act No. 7784: An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and Other Purposes** Signed by President Fidel V. Ramos, Republic Act No. 7784 created the Teacher Education Council, which is mandated to identify and designate Teacher Education Centers of Excellence from existing public and private educational institutions, as well as to "formulate policies and standards that shall strengthen and improve the system of teacher education…" The Act also specified the powers and functions of the Council, which included "design[ing] collaborative programs or projects that will enhance pre-service teacher training, in-service training, re training, orientation, and teacher development" (Section 7f)
1996, Sept 30	**DECS Order No. 66, s. 1996: Reassignment of Personnel to NEAP** Signed by Secretary Ricardo T. Gloria, DECS Order No. 66, s. 1996 identified supervisors to be assigned to the NEAP for three months. The supervisors were tasked with conceptualizing and developing programs in response to the assessed needs in the regions, and developing training packages for specific programs for national implementation. Upon completion of the assignment to NEAP, the supervisors were expected to organize a NEAP branch in their respective regions and serve as core trainors.
1997, March 7	**DECS Order No. 25, s. 1997: Constituting the Advisory Council of National Educators Academy of the Philippines** Signed by Secretary Ricardo T. Gloria, DECS Order No. 25, s. 1997: • constituted an Advisory Council of the NEAP to be chaired by the Secretary of DECS; • specified the role of the Advisory Council; • identified NEAP as the institution in DECS responsible for providing and managing further education and training opportunities and

	enabling compliance by private and public school teachers with the "Continuing Professional Education (CPE)", requisite for license renewal; and • specified that Undersecretary Erlinda C. Pefianco shall exercise supervision of NEAP on behalf of the Secretary.
2001, August 11	**Republic Act 9155, Governance of Basic Education Act of 2001** RA9155 renamed the Department of Education, Culture and Sports as the 'Department of Education' and specified objectives that included: • To provide the framework for the governance of basic education which shall set the general directions for educational policies and standards and establish authority, accountability and responsibility for achieving higher learning outcomes; and • To define the roles and responsibilities of, and provide resources to, the field offices which shall implement educational programs, projects and services in communities they serve.
2009, April 7	**DepEd Order No. 30, s. 2009: National Adoption and Implementation of the Training and Development (T&D) System, and Designating the National Educators Academy of the Philippines (NEAP) as the Interim Agency Responsible for the Operationalization of the T&D System** Signed by Secretary Jesli A. Lapus, DO 30, s. 2009 designated the National Educators Academy of the Philippines (NEAP) as the "interim agency responsible for the general operationalization of the Training & Development (T&D) System in coordination with the bureaus, regions, divisions and schools" (p. 1).
2009, Nov 6	**DepEd Order No. 111, s. 2009: Establishment of the National Educators Academy of the Philippines in the Region** Signed by Secretary Jesli A. Lapus, DO 111, s. 2009 ordered that the National Educators Academy of the Philippines (NEAP), which is the training arm of DepEd, be established in the Region by virtue of RA 9155 (Governance of Basic Education Act of 2001), BESRA and DO No. 30, s. 2009 (designating NEAP as interim agency for the operationalization of the Training & Development System). The roles and responsibilities of Central NEAP and NEAP in the Region were explicitly articulated and delineated.

2010, Apr 16	**DepEd Order 32, s. 2010: National Adoption and Implementation of the National Competency-Based Standards for School Heads**
	Signed by Undersecretary OIC Ramon C. Bacani, DO 32, s. 2010 adopted the National Competency-Based Standards for School Heads (NCBS-SH) and specified that the NCBS-SH:
	• shall be used as the basis for training and development; and
	• can be used as the basis for qualifying examination and other screening activities relative to:
	   o selection and promotion of school heads; and
	   o assistance to succession planning and development.
	The Order further specified that:
	• the "Regional Directors through the Training and Development

	Teams of the NEAP in the Region (NEAP–R) [were tasked with the management of] the distribution and orientation of the adoption of the NCBS-SH of the divisions within their jurisdiction"; and • "Monitoring and evaluation shall be conducted by the Quality Assurance and Monitoring Evaluation and Accreditation (QA-ME-A) Team of the NEAP–R" (p. 1).
2011, March 31	**DepEd Order No. 32, s. 2011: Policies and Guidelines on Training and Development (T&D) Programs and Activities** Signed by Br Armin A. Luistro, DepEd Order No. 32, s. 2011 defined Training and Development (T&D) and delineated T&D target audiences at Central, Region, Division, District and School levels. The order specified that training should be standards-based and reference was made to credit programs and degree programs. The order also specified that NEAP shall: "manage the development and implementation of the training plan for school heads and supervisors following the curriculum content or specifications incorporated in the CO-MPPD" (p. 5) and "be the lead office in planning and managing the provision of the capability building programs at the central and regional levels" (p. 9).
2011, Dec 16	**DepEd Order No. 97, s. 2011: Revised Guidelines on the Allocation and Reclassification of School Head Positions** Signed by Br Armin A. Luistro, DepEd Order No. 97, s.2011 ordered that NEAP "shall administer the qualifying process for interested applicants to Principal I positions" (p. 1) and issue a Certificate of Eligibility to qualified applicants.
2013, May 15	**Republic Act 10533: An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes** Signed by President Benigno S. Aquino III, RA 10533, otherwise known as the 'Enhanced Basic Education Act of 2013', stipulated, among other things, that "the DepEd and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs" including in-service training on content and pedagogy, and training of school Leadership (Section 7).
2013, Sept 24	**DepEd Order 43, s. 2013: Implementing Rules and Regulations (IRR) of Republic Act No. 10533 Otherwise known as the Enhanced Education Act of 2013** Signed by Secretary Br Armin A. Luistro FSC Department of Education, Chairperson Dr Patricia B. Licuanan Commission on Higher Education, and Director General Sec. Emmanuel Joel J. Villanueva Technical Education and Skills Development Authority, DO 43, s. 2013 circulated Implementing Rules and Regulations (IRR) for Republic Act 10533: Enhanced Basic Education Act of 2013. The IRR included, among other things, instructions on in-service training on

	content and pedagogy for DepEd and private school teachers, training of new teachers, training of school leadership, and training of Alternative Learning System (ALS) coordinators, instructional managers, mobile teachers and learning facilitators.
2015, Oct 30	**DepEd Order No. 52, s. 2015: New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education** Signed by Secretary Br Armin A. Luistro FSC, DO52 s. 2015, which was based on the DepEd Rationalization Plan approved on November 15 2015, ordered that: • Central NEAP be restructured and placed in the Governance and Operations Strand of Central Office; • NEAP in the Region become part of the newly created Human Resource Development Division; and • the Human Resource Development Section be placed under the Schools Governance and Operations Division at the Schools Division level.
2016, Aug 2	**DepEd Memorandum No. 118, s. 2016: Operational Guidelines Pending Appointment of Undersecretaries and Assistant Secretaries** Signed by Secretary Leonor Magtolis-Briones, DM 118, s. 2016 "provisionally and temporarily instituted" coordinating lines between NEAP and the Acting Undersecretary of Curriculum and Instruction.
2016, Oct 3	**DepEd Memo No. 166, s. 2016: Appointments and Assignments of Undersecretaries and Assistant Secretaries** Dr. Dina Ocampo was appointed Undersecretary of the Office of Curriculum and Instruction. She was assigned to oversee the activities and tasked to coordinate the programs and projects of bureaus and offices, including NEAP.
2017, June 5	**DepEd Order No. 29, s. 2017: Policy Guidelines on System Assessment in the K to 12 Basic Education Program** Signed by Secretary Leonor Magtolis Briones, DO 29, s. 2017 articulated roles, functions and accountabilities pertaining to professional development activities based on educational assessment data. Such roles, functions and accountabilities were specified for Central NEAP, the Bureau of Learning Delivery and other CO support offices. The roles, functions and accountabilities included the design and/or evaluation, but not the conduct, of professional development activities.
2017, Aug 11	**DepEd Order 42, s. 2017: National Adoption and Implementation of the Philippine Professional Standards for Teachers** Signed by Secretary Leonor Magtolis Briones, DepEd Order 42, s. 2017 ordered that the "PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for

	teachers shall be based on this set of standards" (p. 1).
2017, Aug 11	**DepEd Order 43, s. 2017: Teacher Induction Program Policy** Signed by Secretary Leonor Magtolis Briones, DO 43, s. 2017 issued the Teacher Induction Program (TIP) Policy, which outlined the Rationale, Scope, Conceptual Framework, Policy Statement, Procedure, and Monitoring and Evaluation of the TIP Policy. Policy Statement specifies that the Policy is anchored on the NCBTS 2017, which was a name previously suggested for PPST.
2017, Dec 20	**DepEd Memorandum No. 204, s. 2017: Appointment of Undersecretaries in the Department of Education** Signed by Secretary Leonor Briones, DM 204, s. 2017 circulated to the Department of Education the appointment of Dr. Lorna Dig Dino as Undersecretary, assigned to oversee operational activities and coordinate programs of the bureaus, offices, units and programs under Office of the Undersecretary for Curriculum and Instruction, including NEAP.
2018, Jan 25	**DepEd Memorandum: Compendium of DepEd Office Functions and Job Descriptions** Issued by Undersecretary for Planning and Field Operation Jesus Lorenzo Mateo, the unnumbered Memorandum informed DepEd offices of the Compendium of Office Functions and Job Descriptions released by the Bureau of Human Resource and Organizational Development (BHROD). The compendium articulated Statements of Purpose, Outcomes, Key Performance Indicators and Outputs for each Office, including the NEAP Office of the Director (OD), the NEAP Quality Assurance Division (QAD) and the NEAP Professional Development Division (QDD). Job Descriptions, Key Result Areas and reporting lines were also articulated for each Job Description within each Office.

3.3   Thematic analysis of the NEAP chronology

The chronology of official documents presented in Section 3.2 briefly outlined the inception and evolution of the National Educators Academy of the Philippines (NEAP). The official documents effected a succession of changes to the name, organizational structure, staffing and mandate of NELC/NEAP.

Sometimes additive, sometimes subtractive, the changes have variously strengthened and limited the scope, nature, effectiveness and impact of NEAP. The following sections present these changes under the following themes:

- Organizational Structural and Governance
- Vision, Mandate, Purpose, Function
- Policy
- Staffing

- Program Development, Management and Delivery within DepEd

- Program Development, Management and Delivery beyond DepEd

- Research

- Quality Assurance

3.3.1 Organizational Structure and Governance

The current organizational structure of NEAP has resulted from successive, cumulative changes affecting its configuration and position within DepEd. Such changes entail concomitant changes in governance. Hence, the evolution of NEAP's organizational structure and governance are presented together.

Figure 3–1 illustrates the development of the organizational structure of the National Education Learning Center (NELC) from its inception in 1985 and its elaboration in 1987. LOI 1487 (1985) ordered and instructed that the Ministry of Education, Culture and Sports MECS design a tiered training organization comprising:

- a National Education Learning Center (NELC) located at Teachers Camp in Baguio City

- Regional Learning Resource Centers (RELCs) in each Region or sub-Region; and

- Decentralized Learning Resource Centers at the Division, District and School levels.

The three components are shown in blue in Figure 3–1. LOI No. 1487 also stated that the "MECS may also constitute advisory boards for each center". These are illustrated in orange to signify their optional status.
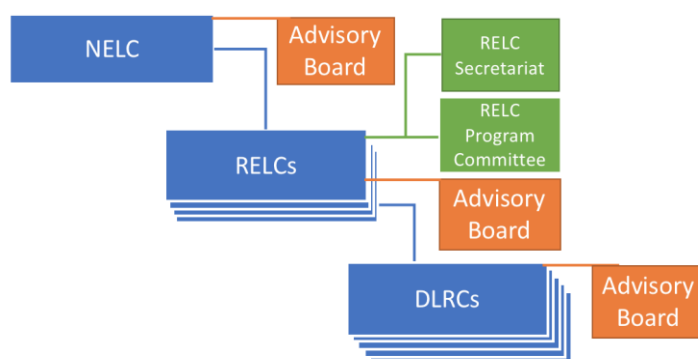
Figure 3–1*: Organizational structure established by LOI No. 1487, s. 1985 and DECS Order No. 30, s. 1987

The organizational structure and governance of the RELCs, among other things, were elaborated in DECS Order No. 30, s.1987. Following acknowledgment of the establishment of thirteen (13) RELCs, the Order elaborated the basic staff complement, which served as the Secretariat at each RELC and stipulated the organization of a Program Committee at each

RELC. The addition of a RELC Secretariat and RELC Program Committee are illustrated in green in Figure 3–1.

The DO 30, s. 1987 further stipulated that:

- "The RELC shall be administered by the Regional Director and managed by the RELC Administrative Assistant" (Section 1. a, p. 1);

- "MECSRO Elementary, Secondary, Higher Education Divisions shall provide supervisory and consultative services, as needed" (Section 1. a, p. 1);

- "Regional action plans and schedules of RELC activities shall be submitted and approved by the regional director, copy furnished, the Bureau of Elementary Education, MECS Central Office" (Section 1.e.4, p. 4);

- "Activities in the RELC shall be monitored by the Regional and Central Office staff" (Section 1.e.5, p. 4); and

- Reports on the conduct of RELC programs shall be regularly submitted to the Regional Office and the Bureau of Elementary Education, MECS, Manila" (Section 1.e.5, p. 4).

Administrative Order No. 282, s. 1992 ordered that the National Learning Education Center be renamed as the 'National Educators Academy of the Philippines' and added two components to the organizational structure: 1. Research and Program Development; and 2. Training and Materials Development (Figure 3–2). Line supervision involving the Executive Director and Deputy Director was also made explicit in the Annex.
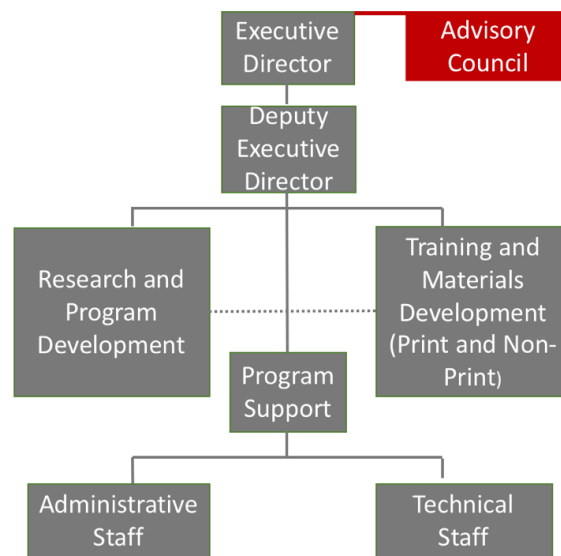
Figure 3–2: NEAP Central Office organizational structure established by Administrative Order No. 282, s. 1992 and DECS Order 25, s. 1997

In January 1997, DECS Order 5 placed NEAP Central under the supervision of Undersecretary Alejandro Wilfredo D. Clemente on behalf of the Secretary. Shortly thereafter, in March 1997, DECS Order 25 placed Central NEAP under the supervision of Undersecretary Erlinda C.

Pefianco, the then Undersecretary for Resource Generation, Sports and Systems Development. DECS Order 25, s. 1997 also added to the organizational structure by constituting the Advisory Council of NEAP (illustrated in red in Figure 3–2) and specified the establishment of a NEAP Office at the Central Office of the DECS and NEAP Zonal Offices in Baguio City, Cebu City and Davao City.

Subsequent changes affecting NEAP included the renaming of the Ministry of Education, Culture and Sports as the 'Department of Education' (Republic Act No. 9155) and the establishment of NEAP in the Region (DO 111, s. 2009). The establishment of NEAP in the Region involved renaming RELCs as "National Educators Academy of the Philippines in the Region" (p. 5) and transferring and converting "RELC facilities under the supervision and ownership of the NEAP in the Region" (p. 5).

The Enclosure to DO 111, s. 2009 provided an organizational structure for NEAP in the Region (Figure 3–3). The organizational structure depicted only the Head of the organization and the service areas, thereby "empower[ing] the Region to make decisions appropriate to their unique conditions" (Enclosure, p. 9).
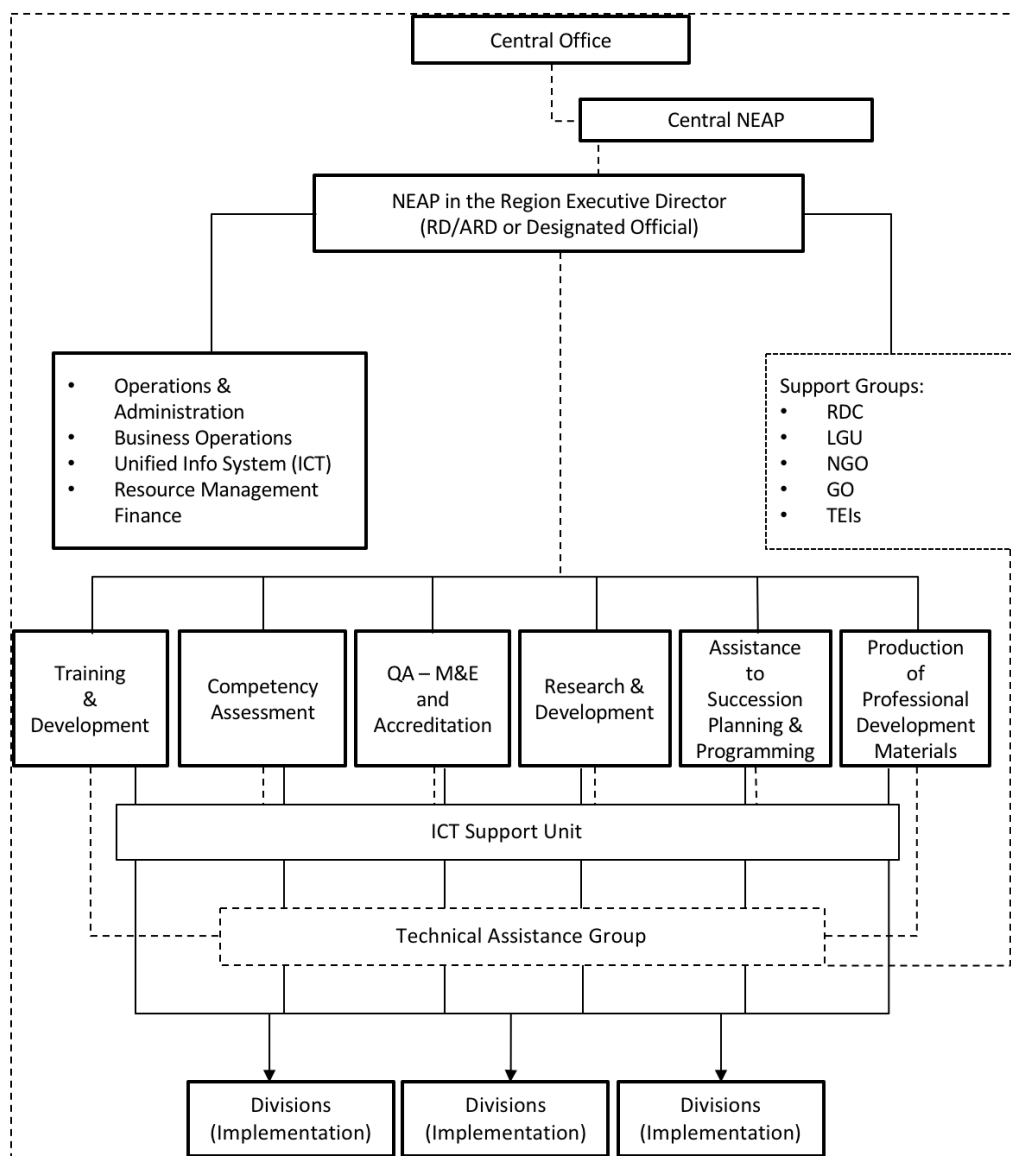
Figure 3–3*: Organizational Structure Diagram (Source: DepEd Order 111, s. 2009, Enclosure p.10)

Based on the DepEd Rationalization Plan that was approved on November 15 2013, DO 52, s. 2015 specified the rationalized structure and staffing pattern of offices at the central, regional and schools division levels. This had an impact on Central NEAP and Regional NEAPs. At the central level:

- bureaus and HRDS within NEAP were merged to form the Office of the Director, the Professional Development Division and the Quality Assurance Division;

- the BEE Staff Development Division, BSE Staff Development Division and BSE SDD Population Education Unit were merged with NEAP and HRDS-Staff Development Division;

- HRDS Staff Development Division was merged with NEAP and the staff development divisions of the bureaus;

- NEAP was situated within the Governance and Operations Strand (Figure 3–4, highlighted in yellow).
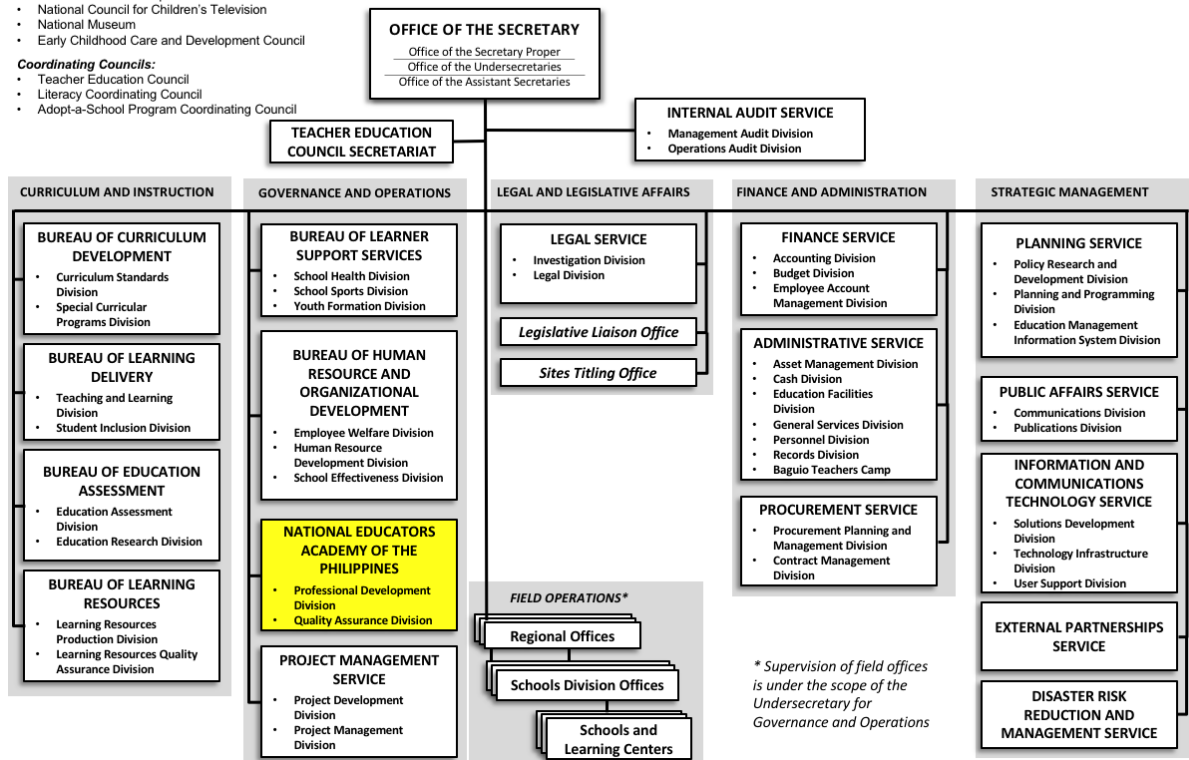
Figure 3–4: Department of Education – New Central Office Structure (Source: DO 52, s. 2015, Enclosure 2, p. 1, highlight added)

At the regional level, NEAP in the Region became part of the newly-created Human Resource Development Division (Figure 3–5, highlighted in yellow).
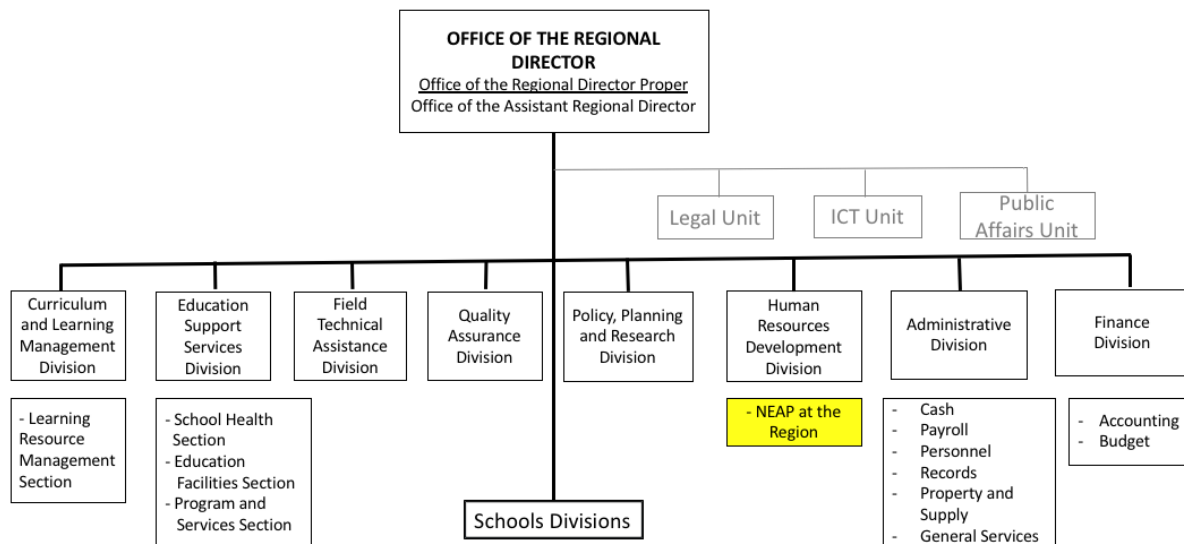
Figure 3–5: Department of Education – New Regional Office Structure (Source: DO 52, s. 2015, Enclosure 2, p. 2, highlight added)

At the schools division level, the Human Resource Development Section was placed under the Schools Governance and Operations Division (Figure 3–6, highlighted in yellow).
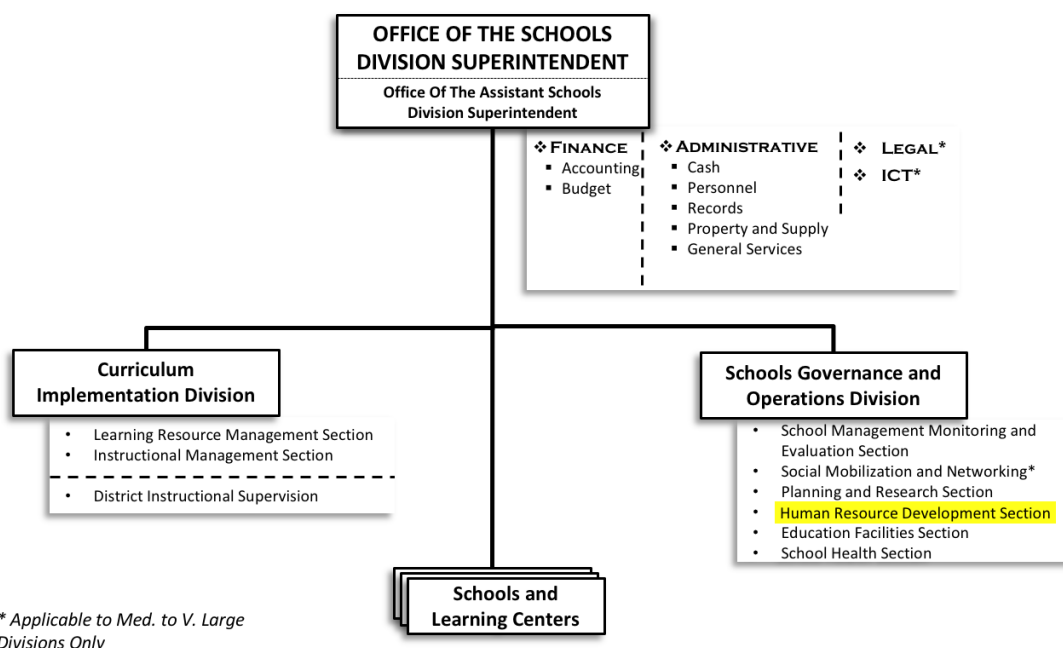
Figure 3–6: Department of Education – School Divisions Structure (Source: DO 52, s. 2015, Enclosure 2, p. 3, highlight added)

The Counterpart Offices for NEAP across DepEd in the new organizational structure are summarized in Table 3–2.

Table 3–2: Counterpart Offices across DepEd Organizational Levels

Central Office	Regional Office	Schools Division Office
National Educators Academy of the Philippines (NEAP) Office of the Director Professional Development Division Quality Assurance Division	NEAP in the regions *(part of the Human Resource Development Division)*	Human Resource Development Section *(under the School Governance and Operations Division)*

Source: Extracted from DO 52, s. 2015, Enclosure 3, p. 3

Supervision responsibilities for NEAP have changed throughout its history:

- January 1997: DECS Order 5 placed NEAP Central under the supervision of the Undersecretary for Resource Generation, Sports and Systems Development.

- March 1997: DECS Order 25 placed Central NEAP under the supervision of the Undersecretary for Academic Programs, Culture and International Cooperation in Education.

- 2015 DO 52 positioned Central NEAP in the Governance and Operations Stand (Figure 3–3) and delegated "the supervision of field offices (regional and schools division offices) to the Undersecretary for Governance and Operations" (Section 7d).

Following this series of changes, NEAP–CO reported directly to the Undersecretary for Governance and Operations and NEAP–RO reported to the Regional Director who reported to the Undersecretary for Governance and Operations via the Regional Director.

The following year, DepEd Memorandum 118, s. 2016 placed NEAP under the supervision of the Undersecretary for Curriculum and instruction. This organizational move created discontinuity in the vertical supervision and reporting lines of NEAP–CO and NEAP–RO. NEAP–CO reported to the Undersecretary for Curriculum and Instruction and NEAP–RO reported to the Regional Director who reported to the Undersecretary for Governance and Operations.

3.3.2   Vision, Mandate, Purpose, Function

Overarching statements concerning the intent of NEAP as a whole and the three levels that comprise it have been articulated variously through vision, mandate, purpose and function statements.

The original intent expressed in LOI 1487 (1985) was to "design an organization that will institutionalize and improve upon the existing Learning Action Cell Approach:

- to help ensure the continuing training of public school teachers at the elementary and secondary levels, and
- to see to the upgrading of their competence in
    - subject matter being taught,
    - the principles and methods of teaching,
    - school administration, and
    - other subjects pertinent to the effective exercise of educational function" (p. 2, formatting altered).

The intent was updated as the organization developed. Vision, mandate, purpose, functions and other statements of intent such as aims and objectives, etc., were formulated and differentiated for NELC/NEAP–CO and RELC/NEAP–RO.

Table 3–3 presents NELC and NEAP functions as presented in LOI 1487, s. 1985, AO 282, s. 1992 and DO 25, s. 1997.

Table 3–3: Comparison of NELC and NEAP functions as presented in Letter of Instructions 1487, s. 1985, Administrative Order No. 282, s. 1992 and DECS Order 25, s. 1997

NELC Original Mandate (LOI No. 1487, s. 1985)	NEAP Additional Objectives (AO No. 282, s. 1992)	NEAP Additional Function (DECS Order 25, s. 1997)
The National Education Learning Center (NELC) … shall monitor developments in the field and in coordination with the Ministry staff bureaus, develop the necessary curricular, pedagogical and training components of the school system, and offer summer training programs in specialized fields of educational innovation and management. (p. 2)	a. To provide continuing strategic human resource programs for school managers and leaders within the context of emerging legitimate demands on scarce human material resources; b. To promote synergetic partnerships and linkages with centers of excellence locally and internationally, from both government and non-government sectors; c. To develop programs that address career planning and pathing for potential educational managers and leaders; d. To promote intellectual inquiry into non-traditional and innovative alternatives and strategies in educational management; e. To serve as a venue and a forum for individual and institutional academic exchange; and f. To initiate assessment and evaluation mechanism to ensure sustenance of quality development, recruitment, selection and promotion. (p. 2)	NEAP shall enable compliance by all private and public school teachers of the "Continuing Professional Education (CPE) now made a requisite for license renewal. This function shall be in addition to those functions already enumerated in Section 2 of A.O. No. 282. (pp. 1-2)

At the regional level, DECS Order 30, s. 1987 specified that RELCs "are envisioned to meet educational needs of school officials and teachers in the region in relation to educational

innovations and program implementation" (Section 1, p. 1). Further, DECS Order 111, s. 2009 specified that NEAP in the Region:

- shall be responsible for 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; and

- 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. (Sections 1, II, e & f)

The most recent statement of intent for NEAP is articulated in the attachments to DepEd Memorandum: Compendium of DepEd Office Functions and Job Descriptions, s. 2018:

> The National Educators Academy of the Philippines (NEAP) provides for and supports the personal growth and professional development of all Department of Education (DepEd) employees through the establishment, implementation and maintenance of an L and D system that subscribes to needs- and competency-based L and D paradigm to enable them to effectively and efficiently perform their roles and functions toward the attainment of quality, accessible, and liberating basic education for all. (https://drive.google.com/drive/folders/1loPj5fP2H5PxQWJB9E3ANuIdiWwA0ujF)

The Compendium of DepEd Office Functions does not provide statements of purpose for NEAP in the Region or NEAP in the Schools Division Office, separate from RO Human Resource Development Division (HRDD) and the SDO School Governance and Operations Division (SGOD), respectively, following the DepEd Rationalization Plan.

3.3.3 Policy

LOI 1487 (1985), which created NELC, RELCs and DLCs, did not provide any level of the training organization with policy development functions. A policy dimension was introduced by DECS Order No. 25, s. 1997. In addition to constituting an Advisory board, the Order specified that "The Advisory Council shall determine the policy framework and set the program direction by which NEAP may best respond to the demands for professional competence as well as management and leadership excellence in the educational community prescribed in Administrative Order No. 282" (Section 2, p. 1).

Subsequently, DepEd Order 111, 2009 specified:

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). (Section 1, II, p. 1)

The Enclosure to DO 111, s. 2009 also specified that NEAP in the Region "conducts policy research that will bring about improved quality of educational outcomes and institutional development (Enclosure, p. 7).

Drawing on Republic Act 10533, known by the short title 'Enhanced Basic Education Act of 2013', the Teacher Education Council released the policy concerning the Teacher Induction Program (DepEd Order 43, 2017). The Enclosure to DO 43, s. 2017 details the content, implementation and responsibilities concerning the induction program developed for newly hired teachers with 0-3 years teaching experience in the public school system.

3.3.4 Staffing

LOI 1487 (1985) ordered and instructed that each of the three components of the training organization was to have a core staff of trainers, education researchers and support personnel (Figure 3–7). Moreover, it specified a high level of qualification needed to fulfil these positions. It ordered that "trainors at the NELC and RELC shall aim to have the same qualifications, including training and experience, as the academic staff of teacher training institutions in state universities and colleges and shall enjoy the same position classification and compensation schedules" (p. 3).
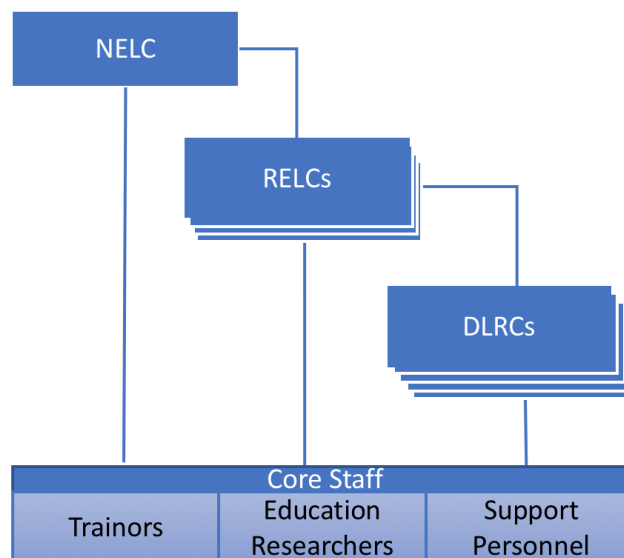
Figure 3–7: Core staff at each level of the training organization

The staff requirement increased following the creation of NEAP by AO 282, 1992. To support the increased staff requirement, the AO specified that additional staff "shall be provided from the existing personnel complement of the Department of Education, Culture and

Sports, through staff redeployment and secondment from other DECS offices" (Section 4, p. 3).

This was operationalized by DECS Order 66, s. 1996, which assigned supervisors who had been trainers to NEAP for a 3-month period. Following their return, they were expected to "organize, a NEAP branch in their respective regions and serve as the core trainors" (Section 2, p. 1). AO 282 also ordered NEAP to "accommodate fellows from academic institutions in both government and non-government sectors" (Section 3) to fulfil its research dimension.

A similar redeployment approach was undertaken to meet the staffing needs necessitated by the creation of NEAP in the Region. Deployment was undertaken at the discretion of Regional Directors within the DepEd rules and regulation at the time.

3.3.5 Program Development, Management and Delivery Within DepEd

Changes to the organizational structure and staffing profiles have added increasing detail and specificity concerning the functions of the NEAP organization as a whole and of the three levels that it comprises. Program development, management and delivery have been largely differentiated by organizational level.

LOI 1487 (1985) ordered and instructed that the "In service training of teachers, administrators and education support personnel shall be an official responsibility and regular activity of the regional, division and district offices of MECS" (Section 3, p. 2) and that Regional Education Learning Centers "shall undertake actual training activities for participants from the various schools divisions within the region, particularly District Supervisors and Principals" (Section 6b, pp. 2-3). However, while most training was specified to occur at the regional level, the LOI also specified that the NELC shall "offer summer training programs in specialized fields of educational innovation and management" (Section 6a, p. 2). Thus, training at regional and central levels was broadly, although not completely, differentiated by target audience. Training for instructional leaders could occur at the central and regional levels, whereas training for other teaching-related personnel could occur at the regional, division and district levels only.

Drawing upon DO 30, s. 2009, which designated NEAP as "the interim agency responsible for the operationalization of the T&D [Training and Development] in coordination with the bureaus, regions, divisions and schools" (p. 1), DepEd Order 111, s. 2009 explicitly articulated decentralization of the training designs and programs to the regions. Specifically, DO 111 instructed that:

- 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" (Section 1, V, a).

The decentralization of the training designs and programs to the regions was further delineated by the specification of the following the training and development roles.

1. Central NEAP shall:

    - implement and monitor training and development systems;

    - assist NEAP in the Region in terms of:

        o training of trainers, and

        o capacitating NEAP in the Region personnel.

2. NEAP in the Region shall:

    - provide technical assistance to its regional organization and all divisions within the region in the following service areas:

        o training and development

        o competency assessment

        o production of professional development materials;

    - 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;

    - identify regional priorities for T&D;

    - develop the region's Master Training Plan;

    - 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.

3. the Division shall train teachers. (Extracted and adapted from Section II)

DepEd later announced that it had "reviewed and reformulated its policy guidelines on designing training and development (T&D) programs and in conducting activities for the capacity and capability building of the DepEd personnel and staff" (DO 32, s. 2011, Section 1, p.1). DO 32, s. 2011, among other things, categorised DepEd personnel as either 'teaching' or 'non-teaching', which provided another framework to differentiate the development and delivery of professional learning programs. The Order also articulated NEAP–CO's responsibility concerning professional learning for instructional leaders:

The National Educators Academy of the Philippines (NEAP) shall manage the development and implementation of the training plan for school heads and supervisors following the curriculum content or specifications incorporated in the CO-MPPD [Central Office Master Plan for Professional Development].

a) Training institutions may be engaged by NEAP to provide technical assistance in the form of program designing, resource materials development and the actual program delivery.

b) Other training needs for school heads and supervisors identified in the RO and DO MPPDs that cannot be addressed by these levels shall be endorsed to NEAP.

c) The NEAP shall evaluate these needs, develop integrated training programs, identify service providers as required, and recommend the appropriate T&D activity for approval by the management. Once approved, the NEAP shall manage the conduct of these trainings. Budget for such activities shall come from the NEAP budget. (Section 7, p. 5)

NEAP–CO's responsibility for the professional learning for instructional leaders was maintained and elaborated in:

- DO 32, s. 2010: National Adoption and Implementation of the National Competency-Based Standards for School Heads;

- DO 97, s. 2011: Revised Guidelines on the Allocation and Reclassification of School Head Positions; and

- DO 32, s. 2011: Policies and Guidelines on Training and Development (T&D) Programs and Activities.

Thus, DO 30, s. 2010, DO 32, s. 2010, DO 97, s. 11 and DO 32, s. 2011 strengthened the NEAP's particular responsibility for the professional learning of instructional leaders, which had been identified, in the first instance, by LOI 1487 1985.

The decentralization of training designs and programs was re-presented in DepEd Order 32, s. 2011. It specified the following functions and responsibilities of each level concerning T&D:

a. **Central Office (CO):** conduct of T&D activities for CO target personnel based on CO-MPPD;

b. **Regional Office (RO):** conduct of T&D activities for RO target personnel based on RO-MPPD;

c. **Division Office (DO):** conduct of T&D activities for DO target personnel based on DO-MPPD;

d. **District Office:** support Division T&D activities ensuring transfer and application of T&D gains; and

e. **Schools:** conduct of T&D activities for teachers and staff based on SPPDs integrated in the school improvement plans. (Extracted from Section 3, emphasis in original).

Notwithstanding the clear-cut differentiation of roles and responsibilities specified above, exceptions were permitted. In reverse order of organizational level, exceptions to the otherwise strict delimitation of responsibility for T&D activities are as follows:

At the division level, trainings, workshops and conferences shall be conducted to respond to the competencies of the division office (DO) target personnel including those of school staff that cannot be addressed at the school level. (Section 6.c.2, p. 3)

At the regional level, the T&D activities shall be conducted to respond to competencies/needs of the RO target personnel including those of division staff that cannot be addressed at the division level. (Section 6.c. 3, p, 4)

The Central Office may conduct T&D activities directly to teachers, school heads, and education supervisors of the regional, division and district levels and non-teaching personnel only on the following conditions: (a) policy or standard setting or program implementation; (b) modeling; (c) training of trainers (TOT); and (d) piloting of new programs and approaches. (Section 6, c, 4, p. 4).

The specifications and exceptions concerning decentralization of training designs and programs refer to DepEd levels of organization generally. They are not specific to the roles and responsibilities of NEAP. Thus, they empower units at central, regional and division levels to conduct T&D training within and beyond target personnel at their respective levels. This enables bureaus at Central Office, for example, to conduct training with teachers.

3.3.6 Program Development, Management and Delivery Beyond DepEd

NEAP programs are generally provided for DepEd personnel; however, DO 25 s. 1997 specified that "NEAP shall enable compliance by all private and public school teachers of the "Continuing Professional Education (CPE) now made a requisite for license renewal" (Section 3, pp. 1-2). In addition, Republic Act 10533, known as the 'Enhanced Basic Education Act of 2013', specified that:

To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepED and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs, as specified:

(a) In-service Training on Content and Pedagogy — Current DepED teachers shall be retrained to meet the content and performance standards of the new K to 12 curriculum.

The DepED shall ensure that private education institutions shall be given the opportunity to avail of such training. (Section 7)

Thus, while DepEd generally and NEAP in particular have training responsibilities to DepEd personnel, DO 25 s. 1997 and RA 10533 expand the scope of this responsibility to include the opportunity for non-DepEd school leaders and teachers to avail themselves of particular training for license renewal and/or to meet the content and performance standards of the new K to 12 curriculum.

3.3.7 Research

Research has been specified as a core function of NELC/NEAP since the outset. As noted previously, LOI 1487 (1985), which instructed the creation of the NELC, RELCs and DLRCs, specified that "Each Center shall have a core staff of permanent trainors, education *researchers* and support personnel" (Section 8, p. 3, emphasis added).

The research function of RELCs and, later, NEAP–RO, has been maintained in successive orders. The research function of RELCs was made explicit in DO 30, s. 1987, which specified that:

- "the RELC shall serve as … a venue for research activities" (Section 1, b, 1); and

- RELC "Programs and activities shall include … research" (Section 1, e, 2).

In the establishment of NEAP in the Region, DO 111, s. 2009 ordered that "the NEAP in the Region shall provide technical assistance to its regional organization and all divisions within the region in … Research and Development" (Section 1, II, g)

At the Central level, AO 282, 1992 specified:

> The components of the National Educators Academy of the Philippines shall be modified to include the following:
>
> > a. Research and Program Development;
> >
> > b. Training and Materials Development.
>
> The Research and Program Development component shall encourage research-based strategic human resources development programs. It shall accommodate fellows from academic institutions in both government and non-government sectors (Section3, p. 2)

AO 282, 1992 was operationalized by DO 63, 1992 which further specified that "The NEAP has, aside from its administrative component, a research … component" (Section 3, p. 2) and it ordered NEAP to "accommodate fellows from academic institutions in both government and non-government sectors" (Section 3) in order to fulfil its research dimension.

Research continues to be a function of NEAP as specified in the compendium attached to DepEd Memorandum: Compendium of Office and Job Descriptions, s. 2018.

3.3.8   Quality Assurance

Quality Assurance has been an ongoing function of NELC/NEAP and RELC/NEAP in the Region. Shortly after the creation of the training organization, DO 30, s. 1987 specified that "Assessment shall be annually conducted by the RELC staff and improvement in its operations shall be made as necessary" (Section 1.e.6, p. 4).

The role of quality assurance was explicitly articulated at the central and regional levels in DO 111, s. 2009. At the central level, the Order specified that "Central NEAP has the responsibility to provide technical assistance to the NEAP in the Region in … Quality Assurance and Monitoring & Evaluation of the operation of NEAP in the Region" (Section 1, II, d).

At the regional level, the order specified that "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" (Section 1, II, f). It further specified that "NEAP in the Region shall provide technical assistance to its regional organization and all divisions within the region in Quality Assurance and Monitoring & Evaluation and Accreditation (QA-ME-A)" (Section 1, II, g).

Further Orders have maintained the quality assurance functions of NEAP and NEAP in the Region. DO 32, s. 2010 specified that "Monitoring and evaluation shall be conducted by the Quality Assurance and Monitoring Evaluation and Accreditation (QA-ME-A) Team of the NEAP–R" (Section 4, p. 1), and the DepEd Rationalization Plan (DO 52, s. 2015) specified that NEAP's general functions include "Quality assur[ing] the NEAP in the regions including the accreditation/recognition of training programs, trainers, and training service providers" (Enclosure 4, p. 8).

The prominent role of quality assurance in NEAP at present is indicated by the presence of the Quality Assurance Division (QAD) at NEAP Central Office, which "assures Department of Education (DepEd) personnel quality L and D opportunities, initiatives and programs". (https://drive.google.com/drive/folders/1ySYWA48BK0y4cjY5ZmsBkoZ6R8uR1n-H)

4 PRESENT-DAY SITUATION

4.1 Introduction

This chapter describes the present-day context in which NEAP operates. It is structured in six major sections.

- The first section (Section 4.2 below) explains how the current professional development is operationalized.

- The second section uses HRDT funding bids as a proxy for professional learning activity to determine which units within the Central Office of DepEd are involved in the development and delivery of professional development.

- The third reports on the structure, plantilla and current functions of NEAP and NEAP–R.

- The fourth investigates the relationship between the functions of Central Office units described in the Rationalization Plan and professional development activity.

- The fifth reports on strategies for determining professional development needs.

- The sixth, and last section, synthesizes and reports on feedback and advice arising from focus group discussions (FGDs) held during the research team's visits to the Philippines. The FGDs were structured to evaluate the effectiveness of the current arrangements and to seek guidance on the way forward.

4.2 Current Professional Development

This section discusses the current professional development delivery model as a cascade model with centrally developed programs being rolled out to regions, divisions, districts and schools using train-the-trainer methodologies. Responsibility for professional development at Central Office; and Regional levels are discussed below.

4.2.1 Central Office

DepEd at Central Office is made up of a number of organizational units. A list of relevant groups and their role in the provision of professional development is provided below.

- NEAP–CO is responsible for:
    - management oversight of the Learning and Development (L&D) System;
    - managing the funding of professional development programs that support school personnel;
    - the development of professional development programs for managers, principals and instructional leaders; and
    - the quality assurance of professional development programs.

- Curriculum and Instruction Bureaus (Bureau of Curriculum Development (BCD), Bureau of Learning Development (BLD), Bureau of Educational Assessment (BEA) and Bureau of Learning Resources (BLR)) are responsible for developing training programs to support the implementation of K to 12 initiatives.

- The Teacher Education Council (TEC), which is supported administratively by Curriculum and Instruction, is responsible for the Teacher Induction Program (TIP).

- The Bureau of Human Resource and Organizational Development (BHROD) develops and provides professional development programs that support and improve the competence of administrative staff at all levels of DepEd.

- Administrative divisions and units provide professional development programs to support the implementation of new financial, technological and administrative systems.

4.2.2   Regional-level Organization

Regional Organisation involves the Regional Office, School Divisions, School Districts and Schools. At the Regional level, Human Resource Development Division (HRDD) offices have responsibility for the provision of leadership programs, performance management, career development, employee welfare, succession planning and exit support and technical assistance on HR issues. Curriculum and Learning Management Divisions (CLMD) are responsible for the delivery of programs supporting K to 12 curriculum initiatives.

School Divisions and Districts provide a conduit for the delivery of Central Office and regionally developed programs to schools. They also support school-level initiatives.

Principals and instructional leaders (e.g., School Leaders, Master Teachers, Head Teachers) are responsible for the development of teachers in their schools. In addition to ensuring the promulgation of training programs supporting, for example, the roll out of K to 12 initiatives, principals and instructional leaders are responsible for the development of teaching staff consistent with school development plans. This includes responsibility for the management and operation of Learning Action Cells (LACs), which function primarily as professional learning communities aimed at helping teachers improve practice and learner achievement.

4.2.3   Summary

These arrangements reflect the priorities that have arisen from the implementation of the K to 12 curriculum and the restructuring resulting from the 2015 Rationalization Plan. The extent to which these arrangements are necessary and sufficient to address the professional development needs of DepEd personnel into the future is a critical consideration for this review.

Figure 4–1 provides an overview of how funds and Professional Development are cascaded from NEAP Central to the Regions, Divisions and schools.
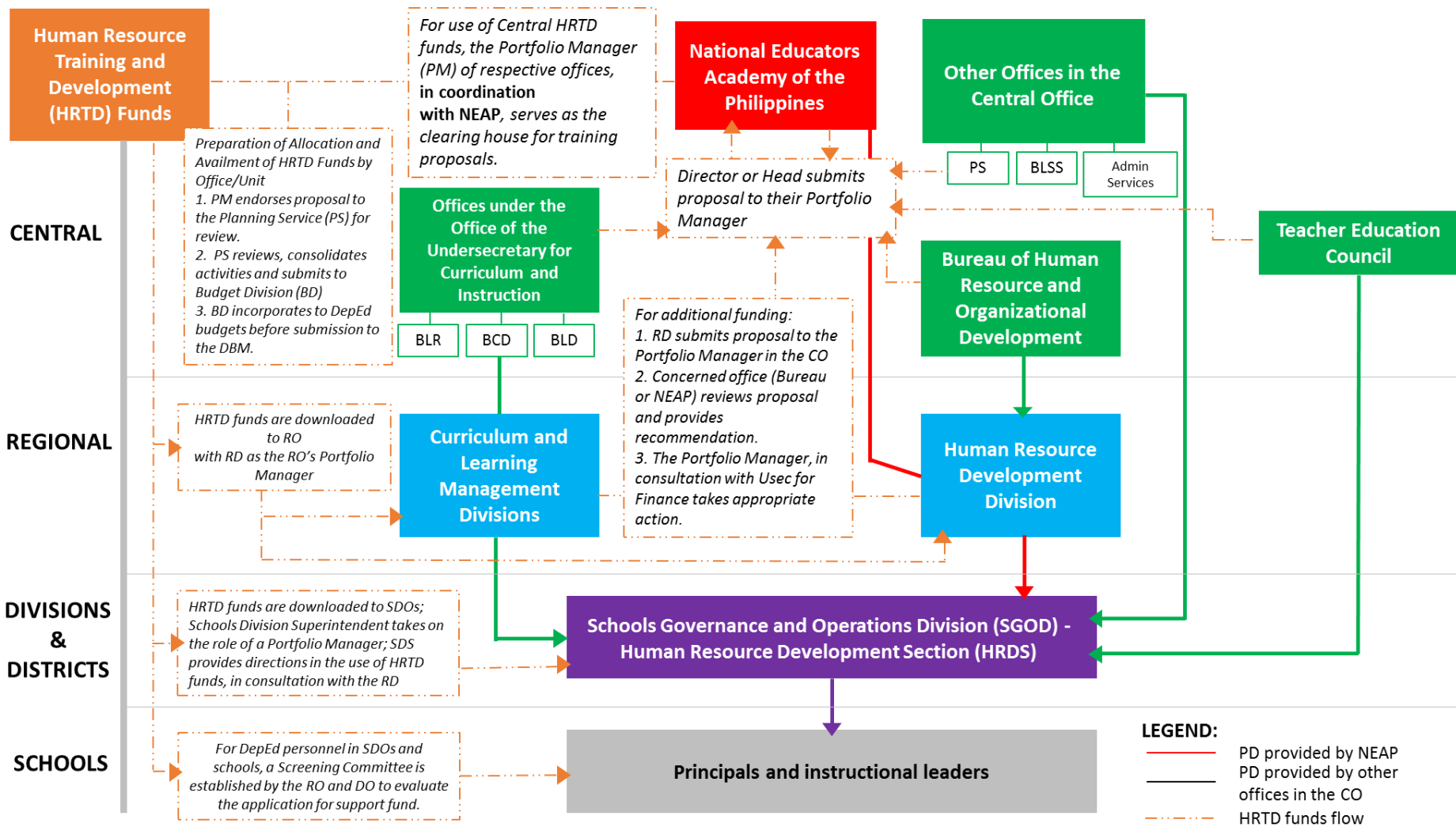
Figure 4–1:Overview of how funds and Professional Development are cascaded from NEAP Central

4.3 Professional Development Provision

4.3.1 Funding Bids

Professional development funds are currently managed and allocated through NEAP and BHROD. In a memo prepared by NEAP Director J. A. S. Siena and approved by Secretary Leonor M. Briones dated March 17, 2018, entitled "Downloading of Funds", the Director stated: "RA 10533 specifically mandates the DepEd to provide professional development interventions to its teaching and non-teaching personnel…To this end, the Office of the Undersecretary for Curriculum and Instruction, through the National Educators Academy of the Philippines shall undertake the downloading of Human Resource Development for Personnel in Schools and Learning Centers (HRD) Funds for FY 2018 to the different DepEd region and division offices."

The quantum of professional development funds managed by NEAP–CO in 2018 was PhP 2,834,898,880. BHROD is responsible for downloading of professional development funds to support and develop the competence of DepEd's non-teaching personnel.

Funding data made available to the research team by NEAP–CO involved a mix of bids for professional development and total allocations to units. The data provide proxies for the extent of involvement of Bureaus, Central Office units, Regions and Divisions in the provision of professional development.

The research team recognizes that the data do not represent funding allocations or expenditure on professional development. Further, the research team is aware of memoranda demonstrating a significant difference between the proposed funding of programs in the NEAP–CO file and the way the funds were utilized.

Table 4–1 reports 2018 funding bids by Office and Program. The programs listed represent a wide range of Central Office programs and interventions to support perceived needs of teachers and instructional leaders implementing the K to 12 initiatives. The data provide an insight into the professional development activities of NEAP –CO and the Bureaus.

Table 4–1: 2018 HRDT Bids for funding by Office and Program

OFFICE	PROGRAM	BID
Office of the Under Secretary Curriculum and Instruction (OUCI)	Development Programs for CI Leaders	10,000,000
	CLMD Workshop Part X	3,613,000
	CLMD Workshop Part XI	1,868,000
	CLMD Workshop Part XII	2,955,000
	CLMD Workshop Part XIII	3,713,000
	Mid-Year performance evaluation	143,000
	OUCI Direction setting	320,000
	ProgCom Strat Planning Part 1	800,000
	ProgCom Strat Planning Part 2	372,000

OFFICE	PROGRAM	BID
	ProgCom Strat Planning Part 3	372,000
	Year-End Performance evaluation	150,000
	Capacity building	1,170,000
	SUB-TOTAL	25,476,000
National Educators Academy of the Philippines (NEAP)	L and D System Enhancement	4,167,000
	Capacity Building for NEAP Personnel	2,344,000
	TDIS Orientation	435,000
	Professional Development for PDC, Regions	1,965,000
	Region and Division Supervisors Leadership Program (Refining and Repackaging)	2,000,000
	Refinement and Repackaging of COLP	2,000,000
	Regional and Division AO5 Leadership Development Program	12,610,000
	Regional Leaders Development Program RO and SDO Chiefs	9,150,000
	Scholars' Forum (Enhancement of Scholarship Processes and Formulation of Policy)	1,959,000
	School Heads Development Program: Foundation Course	170,499,000
	School Heads Development Program: Immediate Course	18,265,000
	Superintendents Leadership Program	11,161,000
	Instructional Leadership for MTs and Head Teachers (Designing and Development of Resource Package, Pilot)	4,346,000
	Pilot Run of Training Packages for GAD, Adolescent Sexuality, Drug Education	2,700,000
	Capacity Building for LF Pool (Designing and Pilot)	9,000,000
	Development of L and D TA Framework Mechanism (Prelim Activities: Consultation, Workshop, etc.)	2,000,000
	Development of L and D Delivery Models (Consultation, Other Activities)	2,000,000
	L and D Audit System Development	1,724,000
	Operations and Service Standards Development for NEAP Facilities	1,694,000
	Certification of Learning Facilitators	10,912,000
	QAME of IL for Division and District Supervisors	9,764,000
	QAME of SHDP: Foundation Course	3,151,000
	QAME Associates Pool Development	12,412,000
	Training on HGDG for Training Program Managers	9,003,000
	SUB-TOTAL	305,261,000
Bureau of Learning Development	NTOT Enhancement PRIMALS	5,760,000
	PRIMALS Training	150,000,000
	NTOT on the Utilization of Thematic Literature Based	4,800,000

OFFICE	PROGRAM	BID
(BLD)	Worksheets in K to 3, 4-6 and 7-10	
	Workshop on Green Skills and Sustainable Development	5,000,000
	Philippine Historical Trail	14,087,000
	Preparation and NTOT Content Pedagogy	12,000,000
	Cross Specialization Training for G7-10 Science Teachers	36,000,000
	NTOT: Utilization of Formative Assessment Tools for K to 3, 4-6, 7-10	5,000,000
	NTOT: SHS Teachers on School-Based Research	7,319,000
	NTOT: Pagsasanay ng mga Guro sa Filipino sa Paggawa at Paggamit ng Pormatibong Pagtataya	6,249,000
	Pagsasanay ng mga Guro sa Filipino sa Paggawa at Paggamit ng Pormatibong Pagtataya (Regional)	18,000,000
	NTOT: Project Development for SHS Teachers	5,387,000
	NTOT: Languages 2nd Strands	11,217,000
	SEAMEO-RECSAM In-Country Training for Science and Math	1,200,000
	NTOT: Competency-Based Learning for SHS Grade 12	4,253,000
	NTOT: Languages Grade 2	21,053,000
	Writeshop on the Development of Thematic Literature-Based Worksheets in K-3, 4-6, 7-10 English	4,000,000
	Validation and Finalization of Lesson Exemplars for G7-10	1,900,000
	Pagbuo ng Kagamitan Para sa Pormatibong Pagtataya sa Wika at Panitikan, 4-6; 7-10	5,449,000
	Training, Campus Journalism, NSPC and Monitoring	15,234,000
	Orientation of School Heads on Values Education Program	10,064,000
	National Reading Month	2,177,000
	4th National K to 12 Conference	18,659,000
	Funding Support for Division-Based DLP	1,200,000
	Development of Teach-Learn Package for MAPEH	4,763,000
	Summer Training Program for MultiGrade Teachers	10,000,000
	National Training of MG School Heads and Supervisors on the Management and Supervision of MG Schools	8,000,000
	Consultative Meeting with identified TEIs on the Proposed Diploma Course in MultiGrade Teaching	400,000
	Development of SG on Conduct of MG Teachers LAC Session	800,000
	Finalization of SG on Conduct of MG Teachers LAC Session	800,000
	Training on Teaching the 21st Century Skills (TOT)	3,000,000
	SID Programs	

OFFICE	PROGRAM	BID
	Training of Teachers on Basic Sign Language and Braille	20,000,000
	Training of Teachers on Basic Sign Language and Braille	20,000,000
	SUB-TOTAL	433,771,000
Bureau of Learning Resources (BLR)	Training on the use, maintenance of the SME equipment (TOT)	10,294,880
	Training of LR Evaluators	33,300,000
	SUB-TOTAL	43,594,880
Bureau of Curriculum Development (BCD)	SPFL – General (Teacher Training)	5,777,000
	SPFL – Chinese (Teacher Training)	1,304,000
	SPFL – French (Teacher Training)	5,343,000
	SPFL – German	4,338,000
	SPFL – Japanese	4,399,000
	SPFL – Korean	4,213,000
	SPFL – Spanish	6,848,000
	Training of teachers – SHS	9,198,000
	Training of teachers – Elementary	554,443,000
	Training of teachers – JHS	309,000,000
	RHGP and ESP	3,523,000
	Capacity building for teachers: Critical Content across Learning Areas (TOT)	14,760,000
	SUB-TOTAL	923,146,000
Bureau of Learning Support Services (BLSS)	Career Guidance Teacher Training Program	136,580,000
	Youth Formators Development Program	113,582,000
	Youth Formators Development	7,118,000
	Finalization of Child Protection Handbook	10,000
	Mid-Year Evaluation of YFD PPAs	1,345,000
	SUB-TOTAL	258,635,000
Support for RO and SDO	Regional Offices	265,000,000
	Division Offices	476,500,000
	SUB-TOTAL	741,500,000
Planning Services	PS-EMISD: Data management and information System Management	5,123,000
	PS-PPD: Midterm and Operational Planning	27,292,000
	PS-PPD: Program Management Information System	32,598,000
	SUB-TOTAL	65,013,000
	TOTAL	**2,796,396,880**

In overview:

- BCD's programs are intended to provide support for Year 4 and Year 8 teachers and a wide range of foreign language programs.

- BLD is seeking to offer a wide range of National Training-of-Trainers (NTOT) programs to implement a wide range of programs. A major focus is the PRIMALS (Pedagogical Retooling in Math, Languages, Science (4-6)) program.

- NEAP–CO's work is focused predominantly on implementation of leadership programs, the development, enhancement and implementation of its Learning and Development (L&D) and Quality Assurance, Monitoring and Evaluation (QAME) systems, and training packages for GAD, Adolescent Sexuality and Drug Education.

- BLR and BEA have limited involvement in Professional Development.

- BLSS's programs are focused on career education and the Youth Formators program.

- Planning services sought funding to support the implementation of data and planning systems.

4.3.2   Bids as Proxy for Professional Development Activity

Figure 4–2 below aggregates the quantum of the HRDT funding bids listed in Table 4–1 to provide a proxy for the relative professional development of contributions of NEAP, Central Office units, bureaus, and regions and divisions. The data in the chart indicate that in 2018 the funding bids of two Curriculum and Instruction bureaus (BCD and BLD) comprised approximately 50 per cent of HRDT funding bids. This is approximately four times the funding bid of NEAP–CO and almost double those proposed for distribution to regions and divisions.
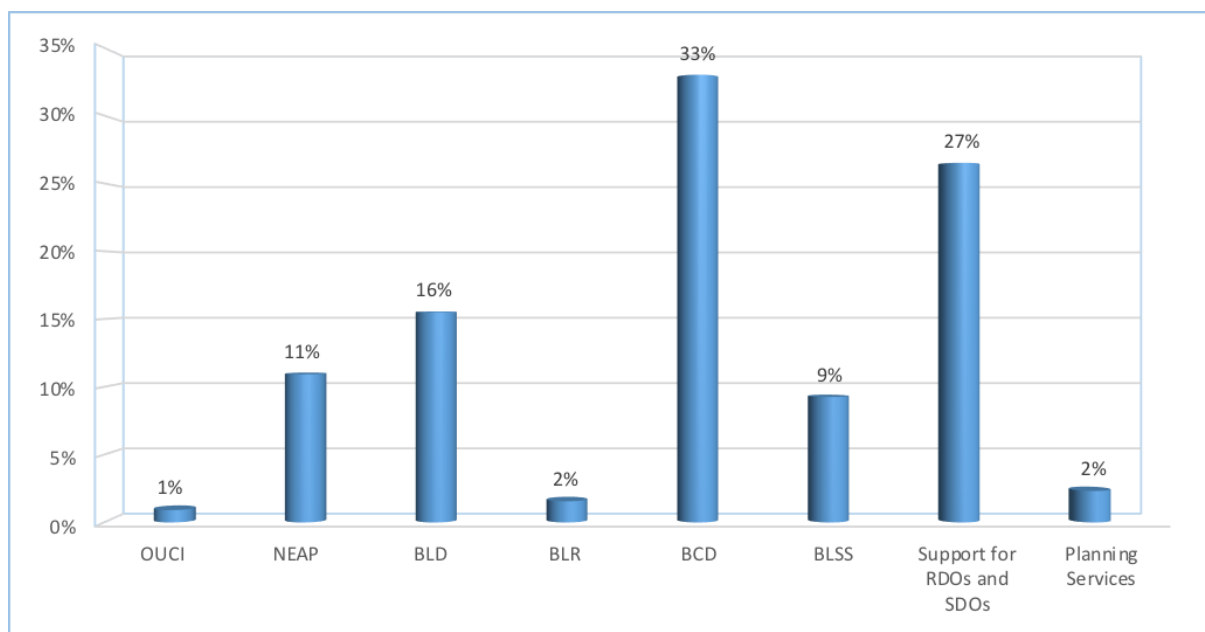
Figure 4–2: Percentage of HRDT funding bids: by Office

It is noted that these data report only the use of HRDT funds directed at supporting instructional personnel. As noted above, Professional Development funds to support non-instructional personnel are also available through the Bureau of Human Resource and

Organizational Development (BHROD) (See Table 4–2). Regions and divisions also access a range of other funds including their own discretionary funds to support professional learning.

4.3.3 Activities Funded Through BHROD

Professional development activities funded through BHROD are listed in Table 4–2. The programs funded by BHROD address a wide range of development and administrative priorities for staff in central office divisions, including Curriculum and Instruction Bureaus and NEAP.

Table 4–2: 2018 Professional development funds managed and remitted through BHROD by Office and Program

Division	Amount (PhP)
Administrative Services	28,565,292
Bureau of Curriculum Development	4,341,600
Bureau of Human Resource & Organizational Development	156,237,870
Bureau of Learning Delivery	2,527,000
Information and Communication Technology Service	6,536,000
NEAP	7,500,000
Office of the Assistant Secretary for Procurement and Project Management Service	600,000
Office of the Secretary	16,775,100
Office of the Undersecretary for Administration	2,313,400
Office of the Undersecretary for Finance - Budget and Performance Monitoring	46,000
Office of the Undersecretary for Legal Affairs	8,952,300
Planning Service	138,316,800

Division	Amount (PhP)
Procurement Management Service	2,178,000
Public Affairs Service - Communications Division	2,697,200
TOTAL	377,586,562

The quantum of funds managed by BHROD in 2018 was PhP 377,586,562, that is, 13.3% of the funds administered by NEAP. The funding data reported above do not include funding to support NEAP's operations. However, DECS Order 25, 1997 set out the following parameters for funding of NEAP's operations:

> Beginning FY 1997, five (5%) of the annual budgetary allocation for In-Service Teacher Training (INSTT) shall be assigned to NEAP operations.

This DECS provision was either never implemented or discontinued with the establishment of DepEd.

4.4   NEAP

The analysis of official documents set out in the previous chapter reports on the 33-year history of NEAP–CO and NEAP–RO including changes and modifications to their organization, governance and functions. This section reports on NEAP–CO and NEAP–RO's current structure, plantilla and mandate.

NEAP–CO's current program of funded activities is reported in Table 4–1. Its activities are limited to upgrading and implementing the revised T&D and QAME systems, and the provision of leadership training. Consequently, NEAP's contribution to the professional development of the majority of DepEd personnel is through the provision of the T&D/L&D framework and quality assurance of and technical assistance for programs offered by central office bureaus, regions and divisions. NEAP–CO has no role in the provision of school level professional development including the LACs.

4.4.1   NEAP's Structure and Plantilla

NEAP–CO comprises the Office of the Director, two divisions and NEAP Baguio. These are represented schematically in Figure 4–3. The approved plantilla for NEAP–CO is set out in Table 4–3. The total number of staff (33) is significantly less than that of the Bureau of Curriculum and Instruction and BHRODs. For example, BCD has 79 staff and BHROD 84.
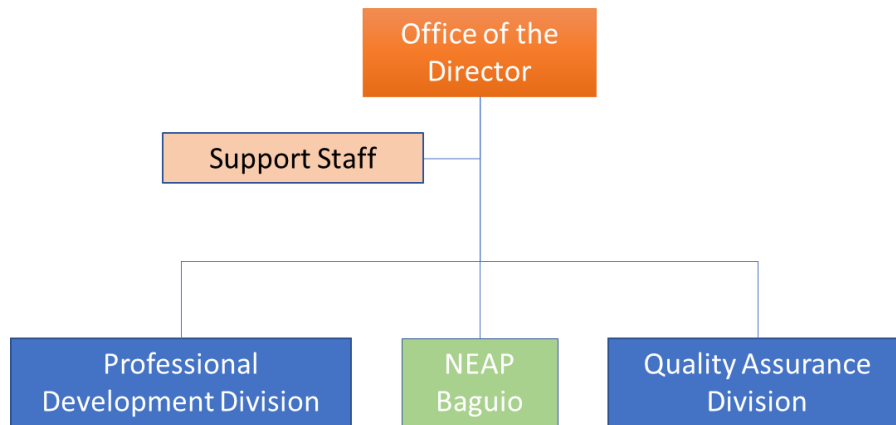
Figure 4–3: NEAP–CO structure

Table 4–3: NEAP–CO – Approved plantilla

UNIT	Personnel	Number
Office of the Director	Director IV	1
	Director III	1
	Administrative Assistant III	1
	Administrative Assistant II	1
	Administrative Aide IV (Driver II)	1
	Total	5
Professional Development Division	Project Development Officer IV	1
	Senior Education Program Specialist	5
	Administrative Officer V	2
	Education Program Specialist II	2
	Project Development Officer II	1
	Administrative Officer IV	1
	Administrative officer II	1
	Project Development Officer V	1
	Total	14
Quality Assurance Division	Project Development Officer V	1
	Project Development Officer IV	1
	Information Technology Officer I	1
	Senior Education Program Specialist	2
	Accountant III	1
	Administrative Officer	1
	Education Program Specialist II	2
	Administrative Officer IV	1

UNIT	Personnel	Number
	Statistician II	1
	Administrative officer III	1
	Administrative Assistant III	1
	Administrative Assistant III	1
	Total	14

As noted previously, NEAP–RO is incorporated within HRDD units. Stakeholders interviewed in FGDs indicated that the number of staff in HRDD units is approximately seven. Given there is not a clear demarcation of roles within HRDD and using an estimate that four staff are undertaking training and development-related roles, and that there are a further three staff in training centres, the total NEAP–RO plantilla can be estimated as being approximately 150. Consequently, the overall plantilla of NEAP is approximately 180 persons.

4.4.2   NEAP Purpose, KRAs and Performance Indicators

The Rationalization Plan (2015) determined mandates, Key Result Areas (KRAs) and Performance Indicators (PIs) of Central Office, and Regional and Divisional units. These were released in a Memorandum issued on January 25, 2018 by the Undersecretary for Planning and Field Operations, Jesus L.R. Mateo. The memorandum reported the release of a compendium of office functions, which was to 'serve as a reference document for office operations'. Specifically, the compilation was to serve as a guide in:

- delineating unique office mandates, functions and broad stroke deliverables based on the rationalized structure;

- providing the ideal functions of the office which in turn feeds into the Strategic Plan of the Office. From said strategic plan, the priorities of the office as translated into Organizational Performance and Commitment Review (OPCR) in the Result-Based Performance Management System (RPMS) may be culled out.

- accomplishing the Individual Performance Commitment and Review (IPCR) in the RPMS, using the Job Descriptions. This assures that both individuals and collective efforts and deliverables contribute to realizing DepEd's strategic directions and priorities. (DepEd Order 52. s. 2015)

The Compendium was examined to determine the mandate or purpose, KRAs and PIs of NEAP–CO, Regional HRDD units responsible for NEAP–RO, and Curriculum Implementation Divisions within Schools Division Offices. These data are summarised in Table 4–4. Professional development activities are highlighted in red.

The analysis identifies NEAP–CO's responsibility for development of the T&D/L&D and QAME systems and for the development of GAD, Adolescent Sexuality, Drug Education programs.

Table 4–4: Purpose/Mandate and KRAs and performance indicators: NEAP–CO, Regional HRDD Units and Curriculum Implementation Division (CID) units in Schools Division Offices

Bureau	Division	Purpose	KRAs	Performance Indicators/Outcome
NEAP	Office of the Director (ODIR)	The National Educators Academy of the Philippines (NEAP) provides for and supports the personal growth and professional development of all Department of Education (DepEd) employees through the establishment, implementation and maintenance of an L & D system that subscribes to needs - and competency-based L & D paradigm to enable them to effectively and efficiently perform their roles and functions toward the attainment of quality, accessible, and liberating basic education for all.	1. L&D Systems and Standards Development	• Functional L&D systems and standards are consistently adopted in all units and offices in the Department of Education. • L&D system implementation is supported by enabling mechanisms that facilitate continuous improvement.
			2. L&D Program Development and Management	• L&D programs are readily available to units, offices and individual employees and to address their competency development needs. • Personnel avail themselves of L&D interventions that directly address their competency development needs. • Units and Offices in DepEd have the capacity and capability to develop and deliver and manage their competency-based L&D programs. • Scholarship programs and partnerships improved.
			3. Quality assurance System Management	• L&D programs that are provided to DepEd employees are recognized for their high quality in terms of design, delivery, and management and responsiveness to diverse needs (GAD, {WD, Senior Citizens). • Offices and units are able to ensure that their L&D programs are quality assured, monitored and evaluated. • Scholars maximize their contribution to DepEd goals and objectives.
			5. Administrative Operations and Management	• Strategic plan and directions are periodically updated. • Programs. Projects, Activities (PPAs) are aligned to the strategic plan and are implemented according to the plans. • NEAP personnel are able to carry out their functions and responsibilities with excellence and a high sense of accountability in a climate of teamwork and harmony guided by the values of compassion,

Bureau	Division	Purpose	KRAs	Performance Indicators/Outcome
				competence, creativity and commitment. • PPA development and implementation are adequately supported through efficient clear and well-understood office processes.
	Professional Development Division (PDD)	The Professional Development Division develops and implements Learning and Development Interventions anchored on the established L&D system for targeted DepEd personnel to enable them to improve their competencies and better deliver DepEd services contributing to the provision of quality, accessible and liberating basic education for all.	1. L&D Systems and Standards Development	• Number of L&D systems, standards and policies issued and adopted in the Department.
			2. L&D Program Development and Management Administrative Operations and Management	• Number of L&D programs for targeted personnel. • Number of employees trained, and competencies addressed • Client satisfaction rating.
			3. QAME on L&D System Management	• Number of offices and units adopting and complying with L&D standards and policies. • Increase income from NEAP Bagio.
			4. Implementation and Management of Mandatory and Special Programs	• Number of programs on GAD, NGP implemented. • Number of Performance Implementation Reviews (PIRs) and Semestral Assessments conducted. • Number of office processes monitored and evaluated.
			5. Implementation and Management of Mandatory and Special Programs L&D Systems and Standards Development L&D Program Development and Management	• Increase in Number of applications processed and approved. • Number of L&D systems, standards and policies issued and adopted in the Department. • Increase in income of NEAP Bagio. • Number of L&D programs for targeted personnel. ○ Number of office processes monitored and evaluated.
			1. Performance	• Number of employees trained, and competencies addressed.

Bureau	Division	Purpose	KRAs	Performance Indicators/Outcome
			management	
	Quality Assurance Division (QAD)	The Quality Assurance Division (QAD) assures DepEd personnel quality L&D opportunities, initiatives and programs.	1. L&D Systems and Standards Development QAME on L&D system management	• Number of L&D systems, standards and policies issued and adopted in the Department. • Number of offices and units adopting and complying with L&D standards and policies. • Number of trainings, both internal and external to DepEd, evaluated and quality assured Number of offices and external providers submitting training proposals for QAME Number of offices provided with TA on L&D.
			2. Administrative Operations and Management	• Client satisfaction rating • Increase in income of NEAP BAGIO facility.
			3. Implementation and Management of Mandatory and Special Programs	• Number of Performance Implementation Reviews (PIRs) and Semestral Assessments conducted. • Number of office processes monitored and evaluated. • Number of programs on GAD, NGP implemented.
Regional Office	Human Resource Development Division (HRDD)	The Human Resource Development Division (HRDD) ensure that the Personnel in the Region are competent through the implementation of strategic Human Resource Development (HRD) systems and delivery of quality services that contribute	1. Localized HR Policies and Plans	• Number of HRD policy reviewed and localized/contextualized. • Number of localized policies crafted and recommended Operational HR framework and being utilized. • Number of localized plans adopted in Regional Offices and Schools Division Offices.
			2. Induction Program	• Number of SDOs that conducted their Induction Program. • Number of SDOs provided with technical assistance.
			3. Professional Learning and Development	• Number of needs- based/competency-based PDP developed. • Number of needs-based /competency-based PDP implemented. • Number of Trained personnel. • Number of Scholars identified. • Sourcing of Scholarships. • Number of Scholarship programs identified.

Bureau	Division	Purpose	KRAs	Performance Indicators/Outcome
		towards organizational performance	4. Employee Welfare	• Percentage of Personnel benefitted from the program. • Number of succession programs localized. • Number of Programs designed for retirees.
			5. Rewards and Recognition	• Localized policy on rewarding and recognizing employees. • Criteria on how to reward and recognize employees.
			6. Performance Management	• Number of localized policies and guidelines on PMS. • Number of orientations/workshops conducted on PMS. • Number of interventions identified.
Divisional Office	Curriculum Implementation Division (CID)	Schools and Learning Centers continuously improve the management of curriculum implementation.	1. Instructional Management	• Percentage of schools implementing K to 12 Curriculum in compliance to standards. • Percentage of schools implementing Special and Co-curricular Programs in compliance to standards. • Percentage of schools and Learning Centers provided with TA in classroom management skills, instructional competence and action research. • Number of School Heads trained. • Number of Teachers Trained.
			2. Assessment of Learning	• Number of School Heads who monitored the effective management of assessment in the classroom. • Number of Schools that have implemented interventions to address low performance of learners. • Number of schools that have utilized the assessment tools.
			3. Learning Resource Materials Management and Development	• Percentage of schools and Learning Centers who utilize the contextualized LRs developed by learning area. • Percentage of schools and Learning Centers with quality assured. • Percentage of schools and LCs who produced school-based/ LC-based contextualized LRs and established a functional Learning Resource Center (LRC)contextualized LRs.

It should be noted that the compendium does not include explicit references in the statement of purpose and KRAs that reflect the enduring responsibility of NEAP–CO for leadership development programs. The analysis establishes HRDD units' responsibility for teacher induction programs and professional learning and development. School Division Offices are responsible for supporting curriculum implementation.

Notwithstanding the observations above, the analysis presents a confusing basis for understanding NEAP's functions. Clearly NEAP–CO has responsibility for developing L&D systems, standards and policies. However, the compendium of functions also refers to L&D programs.

Further, the following Performance Indicator within the KRA 'L&D Program Development and Management' appear to suggest NEAP–CO has a broad responsibility for developing or facilitating the development of L&D (professional development) programs.

- L&D programs are readily available to units, offices and individual employees and to address their competency development needs.

Another KPI suggests that NEAP–CO has a role in promoting or marketing professional development.

- Personnel avail themselves of L&D interventions that directly address their competency development needs.

This might be possible if NEAP–CO were responsible for the TDIS system, however, it does not have the specialist information technology staff (see Table 4–3) needed to effectively manage a 'clearinghouse'. Another KPI refers to NEAP's role in capacitating units and offices within DepEd. While this may reflect NEAP–CO's role in providing technical assistance, its capacity to address this KPI is limited by its scale.

- Units and Offices in DepEd have the capacity and capability to develop and deliver and manage their competency-based L&D programs.

4.4.3   The L&D and QATAME Systems

The L&D and QATAME systems being developed by NEAP–CO represents a revision of the T&D system first operationalized in 2010. The systems, which are still under development, are intended to set out a new policy framework to guide the development, provision and quality of professional development across DepEd. The draft policy document (pp. 3-4) notes that the system:

1. Establishes L&D roles and accountabilities of key offices and stakeholders in all governance levels (i.e., Central office, NEAP, regional offices, division offices, district offices, and schools)

2. Sets up enabling mechanisms to support the operationalization of the L&D System

3. Provides standards, processes, and tools for:

    a. Assessing L&D needs

    b. Planning L&D programs

    c. Designing L&D programs

    d. Developing L&D resource packages

    e. Delivering L&D programs

    f. Assuring quality, and monitoring and evaluating L&D programs and results.

The draft report (pp. 7-8) notes the following elements of the system:

I. Policies

    a. Formulating and implementing a set of principles, guidelines, processes, procedures and standards that govern the L&D function to maintain consistency of practices across the DepEd bureaucracy, quality of outputs, sustainability of gains and outcomes, and compliance with existing rules and regulations.

II. Structure and Staffing

    a. Establishing or identifying the organizational units and personnel accountable for various aspects of L&D. Aside from the prescribed Personnel Development Committee (PDC), responsibility for L&D is lodged at all levels of DepEd, covering:

- National Level
    - National Educators Academy of the Philippines (NEAP)
    - Bureau of Human Resource and Organization Development (BHROD)

- Regional Level
    - National Educators Academy of the Philippines at the Region (NEAP–R)
    - Human Resource Development Division (HRDD)
    - Field Technical Assistance Division (FTAD)
    - Quality Assurance Division (FTAD)

- Division Level
    - School Governance and Operations Division (SGOD)
        - School Management Monitoring and Evaluation
        - Human Resource Development
    - Curriculum Implementation Division (CID)

- District Instructional Supervision
- School Level

I. Roles and Responsibilities

Clarifying the expectations from organizational units and individuals in operationalizing and managing the L&D function.

II. Budgets

Allocating financial resources for the implementation of L&D interventions as mapped out in the strategic and annual L&D Plan.

III. System Audit (Review)

Assessing L&D processes and practices to ensure adherence to set policies and standards, and identifying and addressing areas for improvement so that L&D continues to be responsive to identified learning needs.

IV. Partnerships

Collaborating with external and internal entities in undertaking various L&D functions to achieve cost-effectiveness, improve programs, and widen the reach of L&D interventions.

V. Certification and Accreditation

Implementing a system for evaluating and confirming that internal and external L&D programs meet set standards and requirements (e.g., for CPD credits), and that learning service providers are qualified and may be tapped to undertake L&D activities for the Agency.

VI. Resources

Providing for facilities, equipment, materials and supplies that are needed to implement L&D interventions.

VII. L&D Information System

Developing and maintaining a system for capturing, tracking and analyzing data on L&D for use in decision-making. It is linked to the human resource information system.

The Quality Assurance Technical Assistance and Monitoring and Evaluation (QATAME) subsystem (p.16) is designed to "ensure compliance of L&D processes and programs with standards, and track progress and results".

4.4.4 Situational Analysis

A situational analysis compiled by NEAP–CO and reported in its mid-year report identified the following strengths and weaknesses of its current operations (see Table 4–5). The analysis identifies a range of internal weaknesses and external threats to NEAP–CO achieving its remit. Internal threats include insufficient staff, poor office procedures, and a

dysfunctional physical location. External threats arise from blurred responsibilities within Central Office for the planning and development of professional development programs.

Table 4–5: Situational Internal and External Analysis – NEAP Central Office[3]

INTERNAL ANALYSIS	
Strengths	**Weaknesses**
Clear Mandate and strategic direction	Structurally undermanned
Competent technical and admin staff	Office processes are not clear
Enough resources	Poor communication styles
Willingness to support programs	Some items are not yet filled especially leadership items
Willing to learn	
Diverse talents	Divisive physical structure
Consultative leadership	Many overlapping priorities
Presence of L and D systems	Core values not articulated

EXTERNAL ANALYSIS	
Opportunities	**Threats**
Structurally undermanned	Un-programmed activities by other offices
Office processes are not clear	Circuitous and tedious procurement process
Poor communication styles	
Some items are not yet filled especially leadership items	Unpredictable requirements from other offices
Divisive physical structure	Changing policies on use of funds
Many overlapping priorities	
Core values not articulated	

4.4.5   NEAP–RO

NEAP–RO is operationalized through Regional Human Resource Development Divisions (HRDDs). DepEd Order 111, s. 2009 sets out the mandate and policy framework for the operation of NEAP–RO, designating it as the mechanism 'to decentralize human resource development and management to address the specific needs of regional personnel.' The responsibilities of NEAP–RO include the provision of technical assistance to regional and divisional staff, and the development of regional training and development plans consistent

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[3] Report provided by NEAP Central Office

with directions established by NEAP–CO. Divisions are responsible for the training of teachers.

A list of exiting RELCs, that is NEAP–ROs nationwide is in Table 4–6.

Table 4–6: List of exiting RELCs, NEAP–ROs nationwide

REGION	ADDRESS
1 – ILOCOS	San Fernando, La Union
2 – CAGAYAN VALLEY	Regional Government Center, Carig Sur, Tuguegarao City, 2500
3 – CENTRAL LUZON	Pulungbulu Angeles City Pampanga
4A – CALABARZON	Malvar, Batangas
4B – MIMAROPA	Puerto Galera, Oriental Mindoro
5 – BICOL	Legazpi City, Albay
NCR	#15 Cepeda St. Concepcion Uno, Marikina City
6 – WESTERN VISAYAS	Deped RO VI, Duran St., Iloilo City
7 – CENTRAL VISAYAS	Sudlon, Lahug, Cebu City
8 – EASTERN VISAYAS	Government Center, Candahug, Palo, Leyte
9 – ZAMBOANGA PENINSULA	RELC, Cabatangan, Zamboanga City And NEAP-R, RO IX Compound, Airport Road, Tiguma, Pagadian City
10 – NORTHERN MINDANAO	NEAP – Lapasan, Cagayan de Oro City
11 – DAVAO	NEAP-LDC RO XI, E. Quirino Avenue, Davao City
12 – SOCSKSARGEN	Quirino Avenue, Brgy. Dadiangan East, General Santos City
CAR	(See Baguio Teachers Camp)
CARAGA	Butuan City
BAGUIO (NEAP–CO)	Baguio Teachers Camp, Baguio City

DepEd Order 111, s. 2009 noted also that:

- 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. (Section V (a), pp.4-5)

The extent to which NEAP–R is referenced and managed differs across regions. Within some regions there is explicit reference to NEAP–R amongst HRDD functions. For example, HRDD Region IX separates the accountabilities and functions of Human Resource Planning and Management from those of NEAP–R's on its website.

> Accountability
>
> To ensure competent personnel and staff in the regional and schools division offices through the implementation and management of an efficient and effective training and development system towards improved professional competencies and organizational performance in the delivery of basic education.

Specific Functions on Human Resource Planning and Management:

1. Develop regional policy framework, standards, guidelines and strategic plan for the operations of the HRD and NEAP in the region consistent with national policies and standards

2. Manage the implementation of the HRD services, i.e. HR planning; Search, competency assessment, selection, and placement; Orientation and induction program; Succession planning and career development/management; Performance management; and Exit/retirement program

3. Oversee the implementation of the applicable HRD Systems including the Human Resources Management Information System (HRMIS) in the Region

4. Undertake HRD-related research

5. Manage and monitor programs for the varied needs and well-being of employees

6. *Adopt or customize national systems for reward and recognition for regional personnel*

7. *Manage and utilize the relevant components of Human Resources Management Information System (HRMIS) for operations and decision-making*

8. *Provide technical assistance to the Schools Divisions on the implementation of the Employee Benefits Programs and the HRD systems*

National Educators Academy of the Philippines in the Region (NEAP–RO)

1. Manage the operations of the NEAP in the region (Professional Programs Development, Professional Programs Management, and Quality Assurance)

2. Develop and manage needs-based professional development programs and material resources for region and schools division staff including training of trainers

3. Utilize assessment and evaluation results of HRD programs, projects and activities towards their improvement and/or recommend actions for management decision

4. Manage the scholarship program of and for the region

5. Provide technical assistance and mobilize resources for the operations of the T&D System in the school's divisions

6. Link with the Regional CHED and education institutions for the development and recognition of NEAP–R training programs for credit units at the graduate level or for specialization/certificate/degree programs

7. Adopt NEAP standards for Training and Development, accreditation of programs /service providers, and trainer's assessment

8. Monitor and evaluate the Schools Divisions' compliance to T&D System standards and the NEAP–R's performance

9. Manage the Training and Development Information System (TDIS), a component of the HRMIS, in support to the provision of quality professional development programs.

However, the Focus Group Discussions suggest that not all regions are as explicit in recognising or promoting their responsibility for NEAP–RO.

4.5 Purpose/Mandates and KRAs of Bureaus Offering Professional Development

The analysis of professional development funding bids reported in Table 4–1 indicates a wide range of bureaus and operational units involved in the development and delivery of professional development in 2018. An analysis of the purpose, KRAs and performance indicators of units and offices offering professional development was undertaken to determine whether the listed activities were consistent with the office functions determined by the Rationalization Plan.

The data reported in Table 4–7 have been extracted from the Compendium of agreed office functions and charters[4]. Professional development programs offered by Bureaus and Divisions directed at capacitating teachers and instructional personnel are highlighted in red. Programs offered by BHROD (reported in Table 4–8) are targeting administrative and non-instructional staff.

Table 4–7 are directed at capacitating teachers and instructional personnel. Programs offered by BHROD (reported in Table 4–8) are targeting administration and CO staff.

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[4] Compendium of office functions www.DepEd.in/DepedOfficeFunctions

Table 4–7: Central Office Curriculum and Instruction Strand: Purpose/Mandate and KRAs of Divisions[5]

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
BCD	Office of the Director (ODIR)	The Bureau of Curriculum Development guides the field offices in ensuring that the teachers articulate the national curriculum standards by spearheading the development, design and formulation of policies for curriculum framework.	1. National Curriculum Framework and Standards Development	• Percentage of developed / enriched national curriculum framework and standards based on the Work and Financial Plan (WFP) for the year
			2. Curriculum Policy Formulation	• Number of national curriculum standards and policies formulated
			3. Technical Assistance on Curriculum Development and Articulation	• Percentage of trainings conducted based on the Work and Financial Plan for the year
			4. Office Management	• Percentage of developed / sustained curricular and special curricular programs / activities included in the Work and Financial Plan (WFP)
			5. Performance Management	• Number of trainings attended by each employee • Percentage of employees with performance ratings and have conducted performance reviews
	Curriculum Standards Development Division (CSDD)	The Curriculum Standards Development Division (CSDD) leads the relevant offices in enabling teachers to translate the national	1. Curriculum Standards Development	• Percentage of developed /enriched national curriculum framework and standards based on the Work and Financial Plan (WFP) for the year • Percentage of guidelines on contextualization and localization formulated based on the WFP for the

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[5] Information compiled from the Compendium of office functions www.DepEd.in/DepedOfficeFunctions

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
		curriculum standards into sound instruction and assessment practices through the formulation of curriculum frameworks and policies.		year
			2. Curriculum Policy Formulation	• Number of national curriculum standards and policies formulated
			3. Technical Assistance on Curriculum Development and Implementation	• Percentage of trainings conducted based on the WFP for the year • Number of documents, such as communications and the like, responded to by CSDD. • Number of Learner's Manuals (LMs), Teacher's Guides (TGs) and assessments tools evaluated
			4. Program Management	• Percentage of developed / sustained curricular activities included in the Work and Financial Plan
	Special Curricular Programs Division (SCPD)	The Special Curricular Programs Division (SCPD) guides the field offices in ensuring that the teachers articulate the national special curricular programs by spearheading the development, design and formulation of policies for curriculum framework	1. Special Curriculum Framework and Standards Development	• Percentage of developed / enriched special curriculum framework and standards based on the Work and Financial Plan (WFP) for the year
			2. Special Curriculum Policy Formulation	• Number of special curriculum standards and policies formulated
			3. Technical Assistance on Special Curriculum Development and Implementation	• Percentage of trainings conducted based on the WFP for the year • Number of documents, such as communications and the like, responded to by SCPD • Number of (Learner's Manuals) LMs, (Teacher's Guides) TGs and assessments tools evaluated
			4. Special Curricular Program Management	• Percentage of developed / sustained special curricular programs / activities included in the WFP • Percentage of special programs / activities provided with implementation guidelines

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
				• Number of trainings for special curricular programs conducted
BLD	Office of the Director (ODIR)	The Bureau of Learning Delivery (BLD) supports the field offices to ensure quality teaching and learning by leading in the development and management of national education policy framework/standards on learning management and delivery for all types of learners.	1. Policy Formulation on Learning Delivery	• Policies on Teaching and Learning, and Student inclusion reviewed, formulated, revised, finalized, and issued
			2. Monitoring and Evaluation of learning delivery	• Monitoring and Evaluation Tools developed • M&E tools utilized/adopted/adapted by CLMD and CID
			3. Technical Assistance on: • People and Performance Management • Capability Building	• Field offices (CLMD.CID) assisted as to training/staff development • Training design/proposal prepared/drafted and implemented • DepEd Memoranda issued • Staff and personnel with improved/enhanced capabilities/ competencies • Teamwork manifested • Coaching and feedback session conducted • BLD personnel with validated RPMS/Performance Appraisal
			• Program Management/ Financial Management	• Field offices downloaded with funds/subsidy for program implementation
			• Networking and Linkages	• Budget judiciously spent • Work and Financial Plan (WFP), Annual Procurement Plan (APP), prepared/validated/approved
	Teaching and	The Teaching and Learning	1. Program	• Percentage of policies on teaching and learning

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
	Learning Division (TLD)	Division (TLD) supports the field offices and schools in the delivery of quality basic education services for learners in different learning systems by designing innovative teaching and learning models, formulating responsive policies and standards, and enhancing capacity of teacher-trainers for relevant pedagogical skills resulting in improved learning outcomes.	Management for Learning Delivery	delivery models reviewed, updated, revised • Sufficient funding allocated • Adequate resources identified • Appropriate materials (videos, FG) provided • Number of key program implementers capacitated • Number of programs delivered aligned to the set standards • Appropriate TLM adopted/ owned by schools • Competent persons identified to design training
			2. Teaching and Learning Delivery Models	• Critical learning needs identified • Available TLD programs assessed • Competence of teachers measured • Policies on teaching and learning delivery formulated
			3. Capacity Building for Learning Delivery	● Number of teacher- trainers capacitated ● Resource packages: - compliant to NEAP standards - aligned to the professional standards for teachers - aligned to LAC policy - aligned to identified training needs ● FO ready and able to roll out orientation ● Quality assured and up-loaded to LRMDS ● % of TLD personnel meeting competency requirements of their position ● Resource packages are: - Compliant to standards - Aligned to the professional Standards for teachers

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
				- Aligned to K-12 curriculum ● Number of teacher-trainers capacitated on SB professional development programs ● Development processes done with NEAP, BCD, and BLR ● Policies on capacity building for learning delivery formulated
			4. Monitoring and Evaluation on Learning Delivery	● Monitoring processes and tools validated ● Monitoring and process and tools accepted ● Monitoring process and tools adopted and used by the CLMD ● No. of CLMD personnel trained ● No. of regions provided with capacity building (18) ● Training meets the standards of NEAP ● Resource packages meet the standards of LRMDS ● Resource packages are uploaded to the LRMDS portal ● Researches are aligned with DO 43, s. 2015 ● Research aligned with DepEd's research agenda ● Researches yield useful policy recommendations ● Appropriateness and effectiveness of system and tools developed ● Policies on monitoring and evaluation for learning delivery formulated
	Student Inclusion Division (SID)	The Student Inclusion Division enables learners in special circumstances to become productive and	1. Policy Formulation and Review for Inclusive Education Programs	● Framework, policy guide-lines, and standards developed ● Framework, policy guidelines, and standards validated

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
		contributing members of society through the delivery of effective and efficient educational programs and services by providing the field offices with clear policy direction and technical support.		• Framework, policy guidelines, and standards issued • Percentage of Regional Offices complying the implementation of framework, policy guidelines, and standards
			2. Technical Support for Inclusive Education Programs	• Number of training programs conducted • Number of focal persons from Regional Offices and Division Offices trained • Number of School Heads trained • Number of Teachers Trained
			3. Research and Development, Monitoring and Evaluation for Inclusive Education Programs	• Number of monitoring and Evaluation tools developed and utilized • Monitoring and Evaluation results utilized in the formulation of policies • Number of IEC materials developed, validated, approved, disseminated • Number of issuances on IE • Number of MOA/MOU entered into by SID • Number of partners obtained
			4. Program Management for Inclusive Education Programs	• Number of Work and Financial Plan prepared, • Number of SID staff trained • Number of official communications, letters, memoranda and other documents prepared and submitted related to the different SID PAPs • Number of meetings conducted and attended
BEA	Office of the Director (ODIR)	The Bureau of Education Assessment develops a harmonized and	1. Assessment Design & Development	• No. of assessment programs formulated based on the AF • No. of assessment programs Initiated

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
		standardized assessment mechanism for student learning, teacher effectiveness, leadership and management, system efficiency and effectiveness; and provide policy recommendations based on assessment results and research to improve learning delivery, teacher quality and education management.		• No. of assessment tools made
			2. Assessment Operations	• Decline in the reported untoward incidents during the conduct of the assessment • Less irregularities in the test administration • Percentage of test passers certified • Percentage of Teacher Applicants certified
			3. Education Research and Development	• Number of education issues or policy gaps addressed • Education frameworks formulated and improved • Acceptability of the research proposals • Valid research instruments developed • Policies revised/recommended/formulated based on the results of education researches conducted • Number of policy recommendations adapted/recommended by the CI strand to further improve the existing education policies/practices
			4. Program Management	• Number of A and R Framework developed, implemented, managed and improved • Number of Established partnerships and linkages in A & R
			5. Office Management	• Percentage of Utilization of systems and processes
			6. Performance Management	• Increased percentage of the proficiency level of personnel
	Educational	The Education Assessment	1. Assessment Design	• No. of assessment programs formulated based on

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
	Assessment Division (EAD)	Division designs and implements assessment programs for learners, teaching, and non-teaching personnel to generate valid and reliable data that will be used as bases for action and policy recommendation	and Development	the AF • No. of assessment programs initiated • No. of assessment tools made
			2. Assessment Operations	• Decline in the reported untoward incidents during the conduct of the assessment • Less irregularities in the test administration • Percentage of test passers certified • Percentage of Teacher-Applicants certified
	Educational Research Division (ERD)	The Education Research Division provides policy makers and curriculum framers/ crafters with evidence-based information and quality, relevant and credible research outputs for the continuous improvement of education policies and practices on curriculum standards, learning management, and learning resources and services.	1. Education Research and Development	• Number of education issues or policy gaps addressed • Education frameworks formulated and improved • Acceptability of the research proposals • Valid research instruments developed • Policies revised/ recommended/ formulated based on the results of education researches conducted • Number of policy recommendations adapted/recommended by the CI strand to further improve the existing education policies/practices
BLR	Office of the Director (ODIR)	The Bureau of Learning Resources provides to public schools, learning centers, and learning hubs quality, accessible, appropriate and timely delivered learning resources through, 1. design	1. Design and Development	• Approved policies, standards, and specifications on the design and development processes of text-based and non-text based LRs • Number of designed and developed text-based and non-text based LRs for quality assurance and approval for mass production
			2. Quality Assurance	• Approved quality assurance standards

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
		and development, 2. quality assurance, 3. production and delivery, and 4. management of contracts and learning hubs for effective and efficient teaching-learning process and outcomes.		• Number of trained LREs as DepEd pool of evaluators • Number of quality assured text-based and non-text based LRs mass produced • Number of quality assured digitized text-based LRs
			3. Production and Delivery of Learning Resources	• Inventory • Distribution and allocation lists • Utilization reports/documents gathered during field monitoring and feedback mechanisms • Generated Learning Resources Delivery Tracking System • Data gathered on the utilization of LRMDS and Learning Centers
			4. Project Management and Learning Resources	• Accomplished Individual and Team Inspection reports • Delivery Documents (Certificate of Final Inspection, MPL, QRTQ, IARs, DRs, and CAs) • Validated/verified documents and reports for processing of payment of suppliers and manufacturers
			5. Operation Management	• Approved policies, guidelines, standards, and business process handbook/manual • Number of prepared, reviewed financial documents • Number of submitted administrative reports/ accomplishment
	Learning Resources	Learning Resources Production Division designs,	1. Design and Development of	• Approved policies, standards, and specifications on the design and development processes of text-

Bureau	Division	Purpose	KRAs	Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
	Production Division (LRPD)	develops, and produces text-based and non-text based LRs for quality assured by the BLR-Quality Assurance Division and delivers mass produced LRs to Division Office and schools, and monitors the Supplier/ Manufacturer of the contracted goods.	Learning Resources	based and non-text based LRs • Number of designed and developed text-based and non-text based LRs for quality assurance and approval for mass production
			2. Production and Delivery of Learning Resources	• Inventory • Distribution and allocation lists • Utilization reports/documents gathered during field monitoring and feedback mechanisms • Generated Learning Resources Delivery Tracking System (LRDTS) of BLR
			3. Project Management	• Accomplished Individual and Team Inspection reports • Delivery Documents (Certificate of Final Inspection, MPL, QRTQ, IARs, DRs, and CAs) • Validated/verified documents and reports for processing of payment of suppliers and manufacturers
	Learning Resources Quality Assurance Division (LRQAD)	Learning Resources Quality Assurance Division screens, selects and trains LREs and quality assures text based, non-text based, and digitized learning resources based on QA standards and establishes, manages, maintains, and monitors LRMDS and Learning Centers on policy and standards.	1. Quality Assurance	• Approved quality assurance standards • Number of trained LREs as DepEd pool of evaluators • Number of quality assured text-based and non-text based LRs mass produced • Number of quality assured digitized text-based LRs
			2. Project Management	• Data gathered on the utilization of LRMDS and Learning Centers

Table 4–8: Bureau of Human Resource and Development: Purpose/Mandate and KRAs of Divisions

BHROD Division	Purpose	KRAs	Key Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
Organization Effectiveness Division (OED)	Continuously improves the overall effectiveness, health, and adaptability of the entire organization and its units through the application of organizational development and management concepts and techniques.	1. Organizational Design	• Number of guidebooks/manuals/ polices developed and disseminated • Percentage of offices utilizing the guidebooks/ manuals/polices (outcome indicators) • Number of activities conducted • Number of offices/personnel trained
		2. Organizational Health	• Percentage of offices utilizing the measurement tools • Communicate the list of practices to others • Access to inventory of OD Practices • Adoption rate of the R & R System
		3. Organizational Change Management	• Pre/Post analysis of change implemented
School Effectiveness Division (SED)	Supports and enables schools to continuously improve their own governance and management to deliver quality basic education services that are responsive to diverse needs of its learners.	1. School Improvement and Governance	• Policy approved by BHROD Director • System developed for stakeholder engagement • Policy approved by BHROD Director • System developed on work process improvement
		2. School Organizational Assessment and Research	• Research report on school operations prepared • School M&E report submitted • School policies/standards (management, operations and governance) developed • School-based management policies issued • KM systems developed
		3. Support to Office Operation	
Human Resource	Supports and enables HR units and line managers to	1. Strategic HR	• HR Framework, policies, standards, systems developed and adopted

BHROD Division	Purpose	KRAs	Key Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
Development Division (HRDD)	become responsive and efficient in addressing the needs of the DepEd workforce through the development and installation of strategic HR systems.		• HR systems installed • HR Reports presented • HR Operations Manuals/Guidebooks developed • QS Manual developed • Competency Manual developed • HR Tools developed • M&E Tools developed • M&E Reports presented • Feedback and areas for improvement presented
		2. HR Linkages and Partnerships	• MOUs/MOAs approved and executed • Analyzed and utilized Partnerships feedback results • Existing and Potential Partners directory • Consultative Meeting and dialogues inputs analyzed, considered and agreed
		3. Capacity Building	• Capacity building plan developed • Capacity building designs developed • Capacity building interventions delivered/implemented • Coaching and mentoring mechanisms and tools developed • REAP consolidated
Personnel Division (PD)	Provides an efficient and effective implementation of human resource	1. Personnel Records	• Maintain and update records/files of Central Office personnel and third level officials • Maintain an Automated Records Management or an

BHROD Division	Purpose	KRAs	Key Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
	administration services to Central Office personnel that significantly contribute to the improvement of their productivity, motivation and retention.		electronic format to facilitate easy retrieval of information and allows for efficient access to documents. • Monitor records of employees and provide inputs/data for payment of employee benefits • Manage inactive records for disposition
		2. Compensation and Benefits	• Prepare payroll and vouchers for payment of salaries and other benefits of employees • Prepare salary deductions remittances
		3. Recruitment and Selection	• Provide secretariat services and as member during OSC, PSB and NSC meetings, evaluation and deliberations. • Process appointment papers of recommended candidates for CO positions
		4. Welfare programs	• Prepare, evaluate and process all requests for official/personal travel abroad. • Implement employee welfare programs
		4. Employee Relations	• Ensure an effective work environment by assisting/ supporting employees with HR-related issues
		5. Technical Assistance and Liaison Services	• Provide liaison services and assistance for all requests in processing the employee records in GSIS, Philhealth, PagIBIG, BIR, etc. • Prepare draft replies to queries regarding DepEd, CSC, DBM and other existing rules and policies

BHROD Division	Purpose	KRAs	Key Performance Indicators/Output indicators (NB: Output indicator shaded Blue)
Employee Welfare Division (EWD)	Supports and responds to employees' welfare needs to ensure effective and efficient performance in their functions and delivery of quality services.	1. Employee Welfare	• Number of policies developed/enhanced • Number of welfare policies, standards, processes and systems institutionalized Manuals produced • Capacity building conducted • Program design developed • Percentage of welfare program and projects monitored and evaluated
		2. Employee Wellness	• Number of policies developed/enhanced • Number of wellness policies, standards, processes and systems institutionalized • Capacity building conducted • Program design developed • Percentage of wellness programs and projects monitored and evaluated
		3. Rewards and Recognition	• Number of policies developed/enhanced • Number of R&R policies, standards, processes and systems • Capacity building conducted • Program design developed • Percentage of R&R programs and projects monitored and evaluated

The analyses identifies inconsistencies between the purpose of units, their KRAs and performance indicators with a number of units claiming responsibilities within their performance indicators that are not related to their units KRAS or the purpose. The TLD is the only Division whose 'Purpose' includes an explicit reference to provision of professional development, that is, 'enhancing the capacity of teacher-trainers'.

Only TLD and HRDD have KRAs that could be related to Professional development, that is, 'Capacity Building for Learning Delivery' and 'Capacity building'.

Nonetheless, a wide range of units have performance indicators related to professional development:

- o Bureau of Curriculum Development – ODIR

  Percentage of training conducted based on the Work and Financial Plan for the year

- o Bureau of Curriculum Development – CSSD

  Percentage of trainings conducted based on the WFP for the year

- o Bureau of Curriculum Development – SPCD

  Number of trainings for special curricular programs conducted

  Percentage of trainings conducted based on the WFP for the year

- o Bureau of Learning Delivery – ODIR

  Field offices (CLMD.CID) assisted as to training/staff development

  Training design/proposal prepared/drafted and implemented

  Staff and personnel with improved/enhanced capabilities/ competencies

  Coaching and feedback session conducted

- o Bureau of Learning Delivery – TLD

  Number of teacher- trainers capacitated

  Number of teacher-trainers capacitated on SB professional development programs

  No. of CLMD personnel trained

  No. of regions provided with capacity building (18)

  Training meets the standards of NEAP

- o Bureau of Learning Delivery – SID

  Number of training programs conducted

  Number of focal persons from Regional Offices and Division Offices trained

  Number of School Heads trained

  Number of Teachers Trained

- o Bureau of Learning Resources – LRQAD

- o Bureau of Human Resource and Organizational Development – OED

  Number of activities conducted;

  Number of offices/personnel trained

- o Bureau of Human Resource and Organizational Development – HRDD

  Capacity building interventions delivered/implemented

  Coaching and mentoring mechanisms and tools developed

- o Bureau of Human Resource and Organizational Development – EWD

  Capacity building conducted

Although BHROD is to have responsibility for the professional development of non-teaching personnel, references to professional development within its KRAs are described as 'capacity building'.

The analysis above indicates that although the Rationalization Plan transferred the Staff Development Divisions of the Bureau of Elementary Education and the Bureau of Secondary Education and the SDD Population Education unit to NEAP–CO; the Bureau of Curriculum Development and the Bureau of Learning Delivery retained the professional development functions of the former Bureaus of Elementary and Secondary Education.

4.6   Determining professional development needs

Although the focus of professional demand over the past few years has been on upskilling teachers and others to address the imperatives of the K to 12 initiatives, policy documents and memoranda provided to the project team consistently refer to the provision of professional development being demand focused. Accordingly, the T&D system released in 2010 outlined a process for determining professional development needs. The Operations Manual for implementing the system (Department of Education, 2010, p.1) noted:

> The process is aimed at improving competencies and work performance through the provision of a wide variety of opportunities for individual growth in knowledge, attitudes, and skills. It is a personal and professional growth process, which necessarily integrates the goals of the individual professional with the development goals of the school, division and region for better learner outcomes.

The Manual (2010, p.7) set out a four-stage system for undertaking a needs assessment, planning of programs, development of programs and the delivery of professional development.

Professional development needs were to be determined through aggregation of individual Training & Development Needs Assessments (TDNA) determined against the NCBTS. Individual plans were to be aggregated to the school, district and regional levels to

determine and support the development of training and development plans at each level. However, the advice from FGDs was that while individual and school TDNA were completed, the results were not consistently aggregated to the district or regional level. Regional needs were more commonly determined through discussions at workshops and other group meetings. The TDNA assessments have been replaced by the Results-Based Performance Management system (RPMS).

The L&D system which is being developed as a replacement for the T&D system responds to the difficulty of aggregating and synthesising school level data to determine district, regional and system needs by proposing a range of assessment instruments, including questionnaires, interview guides, observation guides to determine need. These strategies are being trialled in selected regions.

Although the approach above is consistent with current research about the need to shift the focus of teacher development to the school level, and notwithstanding the need to support the implementation of K to 12, the processes for determining demand are seen by some participants in FGDs to be inadequate to identify teacher needs. Furthermore, their efficacy in improving the competence of DepEd staff is questionable.

Table 4–9 reports the number of teachers at each salary grade within DepEd. The data shows that almost half of teachers (48.9%) occupy Teacher I positions. It is understood that progression through these salary grades is linked to the availability of positions at the next level. Consequently, a significant proportion of these teachers have been at Teacher I level for five or more years. The absence of clear career progression pathways for teachers represents a disincentive to them engaging with professional development.

Table 4–9: Salary Grade and position of employed teachers: 2018[6]

Position	Salary Grade	Authorized	Total at Salary Grade
Teacher I	11	392,514	392,514
Teacher II	12	129,830	129,830
Special Science Teacher I	13	310	
Teacher III	13	177,285	177,595
Head Teacher I	14	6,818	
Special Education Teacher I	14	3,004	9,822
Head Teacher II	15	1,777	
Special Education Teacher II	15	221	1,998

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[6] Data provided by BHROD

Position	Salary Grade	Authorized	Total at Salary Grade
Head Teacher III	16	10,492	
Special Education Teacher III	16	291	10,783
Head Teacher IV	17	320	320
Assistant School Principal I	18	17	
Assistant Special School Principal	18	1	
Head Teacher V	18	193	
Master Teacher I	18	37,874	
Special Education Teacher V	18	3	39,488
Assistant School Principal II	19	1,400	
Head Teacher VI	19	955	
Master Teacher II	19	15,465	
School Principal I	19	14,748	
Special School Principal I	19	3	31,171
Master Teacher III	20	12	
Assistant School Principal III	20	20	
School Principal II	20	5,702	
Special School Principal II	20	3	5,737
School Principal III	21	1,872	1,872
School Principal IV	22	1,100	1,100
	Total	802,230	802,230

The discussions above indicates the need to balance system, regional and school needs in determining the provision of professional development. A sole focus on system priorities can result in failure to address individual needs. Likewise, a sole focus on addressing individual needs can fail to address wider systemic shortcomings.

Further, analysis of student outcomes at the school, regional and system level is increasingly being used internationally by school systems to identify weaknesses in teaching practice needing to be addressed through professional development. BEA test data are currently not being analyzed for this purpose.

4.7 Feedback from Focus Group Discussions

4.7.1 What is NEAP?

FGD participants were asked to comment on how NEAP was perceived within DepEd. Although a number commented that NEAP was DepEd's training arm, others said it was

perceived to be a venue or that it was invisible. However, none of these views adequately reflect the current state of affairs. In terms of NEAP being DepEd's training arm, its contribution to the design, development and provision of professional development programs within DepEd is minor when compared with overall professional development funding and activity. Thus, there is an issue with the perception of scale. That the other two are incorrect is self-evident.

It is worth noting that although NEAP was established as the training arm of DepEd, its main role of managing the T&D/L&D systems is predominantly policy oriented. On the other hand, BCD and BLD have major roles in the development and delivery of professional development despite their functions under the Compendium of DepEd Functions and Job Descriptions being oriented to policy development.

4.7.2   NEAP's Structure and Functions

The issue of NEAP's structural relationships with DepEd, NEAP–CO's relationship with NEAP–RO and its functions were discussed in FGD meetings. The discussions elicited a range of perspectives.

While some participants saw the current arrangements enabling close consultation on training and development issues amongst bureaus and divisions, the broader consensus was that NEAP and DepEd would be better served if NEAP were established as an attached agency. Participants indicated that a level of independence was needed to enable NEAP to grow and explore more efficient ways of providing professional development.

While there were diverse views about the relationship between NEAP–CO and NEAP–RO, a clear message was the need to separate NEAP–RO from the HRDD units within which it is embedded. However, the prospect of NEAP–RO being separated from Regional Offices was contentious. The view was put that Regional Directors were reliant upon NEAP–RO being able to address the unique professional development needs of their region.

There was broad consensus however, that NEAP's responsibilities should be broadened beyond provision of leadership programs.

4.7.3   Capacity of NEAP

The consistent message for FGD participants was that NEAP lacked the capacity to meet effectively either the professional development needs of Central Office personnel, or teachers across the Philippines. Increased numbers of teachers arising as a consequence of the K to 12 initiatives have exacerbated the issue. There were two aspects to the issue of capacity.

The first relates to the scale of the organization. With respect to scale the majority of respondents perceived NEAP to be too small to be able to increase its current limited responsibilities. It was suggested in the FGDs that this short-coming could be addressed by

reviewing the staffing levels of Central Office Bureaus with a view to transferring staff involved in the provision of professional development to NEAP.

The second aspect of capacity related to the capability of staff. NEAP was seen to be staffed predominantly with administrative staff without the capacity to fulfil NEAP's charter. Further the relevant positions in NEAP–CO were seen to be at levels below those of the staff they were advising in Bureaus, which reportedly created issues of credibility.

4.7.4   Capacity of Current Professional Development Model to Address Needs

There were mixed responses from FGD participants to the question of whether the professional development needs of regions/districts and schools were being met. Responses provided were related to the roles and responsibilities of participants.

While a significant proportion of participants perceived current central and regional programs to be addressing need, several participants identified current needs assessment processes as being inadequate to address the full range of needs. Some participants pointed to individual programs in their area of responsibility being in need of enhancement.

4.7.5   Effectiveness of the Current Cascading Train-the-Trainer Model

Almost all FGD participants expressed concerns about the efficacy of the cascading train-the-trainer model. In addition to more general concerns about the need for improvement, numerous participants raised concerns about the potential for dilution of programs as they are cascaded. A number of participants commented on the fact that the number of days allocated to training for some programs at the regional level was less than the number of days allocated by Central Office. Concerns were also expressed about the requisite knowledge and skills possessed by presenters at successive levels in the cascade process with implications for distortion of the message.

Other participants indicated a need to augment the train-the-trainer model with other forms of training, namely, online and other forms of distance learning programs.

Some FGD participants promoted the need to enable TEIs to develop and deliver professional development programs. The extent to which this was happening varied between regions. Some FGD participants, however, expressed strong opposition to TEIs offering professional development. The reasons for the opposition were two-fold. Some FGD participants indicated: that the priorities and perspectives of TEIs did not align well with the priorities and perspectives of DepEd; and/or that the need for foundational professional development was more important and widespread than the need for enhancement professional development.

4.7.6   Effectiveness of Current Two-tier NEAP Structure

A wide range of perspectives were proffered in response to questions about the effectiveness of the current two-tier NEAP structure – NEAP–CO, NEAP–RO in addressing demand for professional learning. Only one participant group saw the current arrangements as being effective. In addition to generalised comments about the need for improvement, several specific issues were raised.

These concerned:

- the need to:
    - augment train-the-trainer programs with online and HEI provision
    - improve the planning and approval processes, including by broadening the range of data used to determine professional development needs
    - ensure greater collaboration between CO Bureaus;
- the ability of regions to offer training without NEAP approval;
- The lack of structural linkage between NEAP–CO and NEAP–RO; and
- NEAP–RO being constrained by its need to respond to NEAP–CO.

4.7.7   Use of the T&D and QAME Systems

Participants were asked about the extent to which regions/bureaus use the NEAP developed T&D and QAME systems to:

- determine and address professional development needs; and
- ensure the quality of professional development programs.

While a number of participants indicated that they used the T&D/L&D system to determine professional development need, most comments focused on the Monitoring & Evaluation (M&E) of programs. Participants commented that there was either no proper evaluation or that improvements in the M&E program were needed. One participant commented upon the need for the M&E system to ensure that the programs provide real benefits to DepEd.

4.7.8   Coordination of Provision

The following issues were raised in response to a question about overlapping responsibilities and functions.

- There is a need to clarify the functions and responsibilities of bureaus, NEAP–CO and NEAP–RO to reduce the duplication of Central Office and regional programs.
- There are overlapping QA responsibilities at the regional level, specifically between NEAP–RO and CLMD.
- There are also overlapping responsibilities for teacher induction (TEC, Regions, Districts and schools).

- There is a need for better alignment of T&D budgeting with DepEd planning priorities.

4.7.9 Support for Regions and Divisions

A range of perspectives were raised in response to the question of how regions and divisions could be better supported to develop and deliver quality professional development programs aimed at supporting teacher development against the PPST. These included:

- better management and more timely allocation of professional development funds;

- establishment of online facilities including an online clearinghouse;

- undertaking proper evaluation of the impact of training;

- better alignment of programs with DepEd and Regional master plans;

- empowering regions and divisions to address their master plans;

- provision of foundational programs; and

- providing more choice for teachers including through scholarships.

4.7.10 NEAP–RO Collaborations

FGD participants were asked to describe collaborative arrangements in place at the regional and division level that enable NEAP–RO to deliver professional development programs effectively. Although the comment was made that divisions were where collaborative activities were actioned, regions reported collaboration in the development and delivery of professional development programs. DAP, BEST, TESDA and HEIs, especially Centres of Excellence and Centres of Development, were cited as examples of collaboration. In some cases, however, collaboration, encompassed only the hiring of university trainers to deliver DepEd programs.

The evidence presented to the research team was that opportunities for credit transfer and recognition of training programs were not being systematically pursued and the extent of such arrangements varied between regions.

4.8 Enablers and Constraints

FGD participants were asked to identify issues that enable and constrain professional development provision within DepEd. The issues identified and discussed below most commonly relate to constraints or challenges to be addressed.

4.8.1 Funding

Not surprisingly, given its universality as an issue, the limited quantum of funds available for professional development was raised as an issue. However, the timeliness of funding was an issue also raised by Regions. Current processes for approving and releasing funds are seen as drawn out to the extent that they substantially reduce the time available for regions and divisions to deliver programs.

4.8.2 Culture

The 'culture' of DepEd and the difficulty of changing long-standing views about the mandates of operational units was raised as an impediment to capacitating NEAP to provide it with a broader responsibility for the design, development and delivery of professional development programs.

4.8.3 Access to Training Materials in Schools

There is a need to improve schools' access to training packages, given that face-to-face professional development does not suit all schools in all geographic locations.

4.8.4 Trainers

Two issues were raised about professional-development trainers. The first related to uneven quality amongst trainers. The second concerned the impact on trainer's schools of their extended absence delivering training across regions and divisions.

4.8.5 Other Issues

Other issues seen as constraints to the transformation of NEAP were:

- limited access to ICT facilities;

- NEAP quality assuring its own programs;

- no clear guidelines for continuing professional development approval;

- the need to modernize facilities to allow venues to offer more programs; and

- the need to respond to low NAT scores.

4.9 Conclusion

The preceding analyses indicate that the vision and outcomes identified for the NELC and its successor NEAP have not been realized. The evidence indicates that NEAP's efforts to become a genuine academy have been constrained by its lack of scale, limited remit and competition from Bureaus seeking to offer professional development.

Although the Rationalization Plan transferred professional development staff out of the Bureaus to NEAP, the Bureaus retained their professional development functions. Nonetheless, NEAP has shaped a role for itself, through operationalization of DepEd's L&D system and oversight of quality assurance.

The structural relationships that exist between Central Office, Regions and Divisions are mirrored to some extent by the relationship between NEAP-CO and NEAP–RO. NEAP-CO's focus is on the development of policies and frameworks, whereas NEAP–RO's focus is on operationalizing the L&D and QATAME systems at Regional and Division levels.

Notwithstanding the preceding analyses the conundrum that remains is, what is NEAP? In terms of nomenclature it exists at both the central and regional level. Whether its diverse elements comprise an organization as originally ordered in LOI 1487 (1985) is questionable.

From the perspective of an organization being defined by its hierarchical structure, NEAP does not comprise an organization. NEAP–CO reports to the USec Curriculum and Instruction, and NEAP–RO reports to the Regional Directors who report to the USec Governance and Operations. However, from the perspective of an organization linked by its common purpose, NEAP could be considered to be an organization built around its common functions. However, these 'common' functions are also being delivered by units that are not part of NEAP.

Commentary from FGD meetings extended beyond support for capacitating NEAP to undertake a broader role. It included issues such as the need for broader and more comprehensive strategies to determine professional development need, the efficacy of the train-the-trainer model, the need to develop online and distance education programs, better coordination of Central Office and regional provision, and more timely funding of professional development programs.

5 NATIONAL AND INTERNATIONAL BENCHMARKING

5.1 Introduction: Training and Development Academies and Systems

Training and development academies in the Philippines (the Philippines Judicial Academy (PHILJA) and the Development Academy of the Philippines (DAP)) and training and development systems employed by neighbouring ASEAN countries (Thailand and Malaysia) were studied to identify potential enhancements to NEAP and its operations. This chapter presents a brief summary of each of the initiatives and an analysis of key commonalities and differences.

5.2 The Philippine Judicial Academy (PHILJA)

5.2.1 Establishment

The Philippine Judicial Academy (PHILJA) is responsible for the initial and continuing education and training of judges, court officials and court appointed mediators. Given that university legal faculties do not provide initial and continuing education for judicial officials, the Academy fills an important gap in their education. However, it is not authorised to offer degree programs. The PHILJA website notes that:

> PHILJA was established by the Supreme Court on March 12, 1996, ... through the issuance of Administrative Order No. 35-96 Establishment of the Philippine Judicial Academy (PHILJA). It received its mandate on February 26, 1998, through Republic Act No. 8557 An Act Establishing the Philippine Judicial Academy, Defining its Powers and Functions, Appropriating Funds Therefore, and for other Purposes. This law institutionalized PHILJA as a "training school for justices, judges, court personnel, lawyers, and aspirants to judicial posts." (Philippines Judicial Academy, 2018a)

The academy operates as a separate but component unit of the Supreme Court and guarantees the participation of judges and court personnel in its programs and activities. Republic Act No. 8557 requires the Judicial and Bar Councils, who are responsible for recommending appointments to the judiciary and the promotions of judges, to consider the extent of participation of candidates and judges in the Academy's programs. Completion of the Academy's programs are prerequisites for all first and second level trial court judges prior to commencing their adjudicative functions.

5.2.2 Purpose

The Academy's vision, mission, philosophy and objectives are set out below.

Vision

> By 2030, PHILJA will be the leading provider of globally relevant, responsive and effective training for the judiciary in the ASEAN region.

Mission

> Develop judicial competence, instil sound values, and form pro-active attitudes in the pursuit of judicial excellence.

Philosophy

- The people are best served when the Judiciary is independent and its members are women and men of proven competence, integrity, probity, and independence.

- Judicial education is an indispensable tool for ensuring an effective, independent and credible Judiciary.

Objectives

- To foster sound values and attitudes, expertise in substantive and procedural laws; and develop management competence through courses, seminars and symposia for members of the Judiciary and quasi-judicial bodies;

- To contribute to available legal literature of scholarly and practical significance to benefit the members of the Judiciary through the publication of a Judicial Journal and a Bulletin;

- To integrate the Academy's philosophy, principles and objectives and instructional programs in conventions, seminars, and other activities of the associations of judges and court personnel;

- To conduct research to advance the frontiers of juridical science and court technology;

- To develop and strengthen networking and partnership with other institutions towards the development and implementation of programs for continuing judicial education. (Philippines Judicial Academy, 2018a)

5.2.3 Governance

A sixteen-member Board of Trustees determines policy and sets direction for the Academy. The Board is composed of the Chief Justice as Chairperson; the Senior Associate Justice as Vice Chairperson; the PHILJA Chancellor; the Presiding Justices of the Court of Appeals, the Sandiganbayan, and the Court of Tax Appeals; the Court Administrator; the presidents of the Philippine Judges Association and the Philippine Association of Law Schools; and a judge appointed by the Board to represent the First level Courts. The Academy, which operates on academic lines, is headed by a Chancellor who is an ex-officio member of the Board.

5.2.4 Staffing

The Academy has approximately 250 staff working in its Supreme Court Offices and Tagatay Training Center. Its organizational structure as reported in the Academy's 2015 Annual Report is displayed in Figure 5–1.
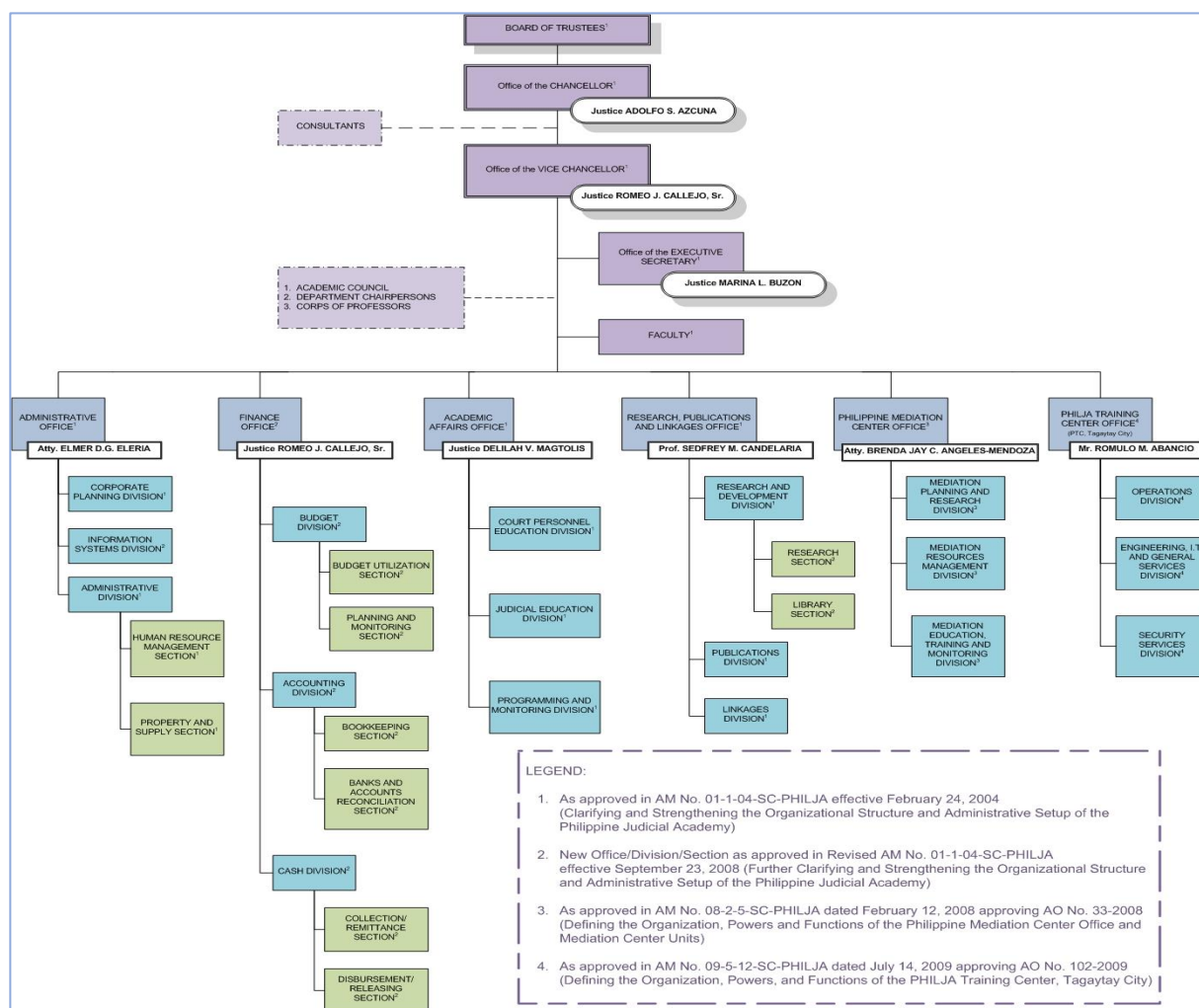
Figure 5–1: PHILJA 2015 Organizational Structure[7]

5.2.5 Funding

The Academy's operations are predominantly funded through program and course fees. Interest earned on trust accounts and other investments, and donations from bodies such as UNICEF provide small but significant sources of income.

5.2.6 Programs

The Academy's programs are ladderized to address the development needs of court officials at different stages of their careers, that is, entry, induction and enhancement stages. The program's focus is on the development and enhancement of competencies. The Academy's training programs take a range of forms, for example, the pre-judicature program includes lectures with visual presentations, case studies, workshops, scenarios, problem-solving exercises, trigger videos, mentoring and role play. The orientation for new judges includes lectures, presentation of flowcharts, checklists and templates, practical exercises, hands on computer training, sharing of best practice, role play and dialogue and open forum.

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[7] Philippines Judicial Academy, 2018b

Programs developed by the Academy often require customization to address the needs of the specific audiences. For example, materials developed to address issues in the interpretation and application of environmental law require customization for judges and government instrumentalities.

The academy provides a clearinghouse for a wide range of training programs that address specific legal and procedural issues. It also provides handbooks, undertakes research, develops concept papers and publishes a journal. It is currently aiming at making courses available online and re-engineering its publications as digital media.

Resources often need to be structured to the needs of the audience, e.g., environmental law, judges, government instrumentalities. Some programs are also developed in partnership with relevant agencies, for example, training programs addressing intellectual property law were developed in partnership with the Intellectual Property Office of the Philippines.

The Academy actively develops partnerships with other national and international non-government organizations to ensure its continuing excellence and relevance. Current partnerships include partnerships with the American Bar Association – Asia Law Initiative, the ASEAN Law Association, the Asia Pacific Jurists Association, the Asia Regional Training Office, the Asian Development Bank, the Centre for Democratic Institutions, the Chartered Institute of Arbitrators and the Commonwealth Judicial Association. The Academy has linkages with a range of development partners, for example, the Ford Foundation, the International Association of Women Judges, the International Justice Mission, Plan International Inc., the United Nations Children's Fund (UNICEF), the Australian Department of Foreign Affairs and Trade (DFAT) and the World Bank.

5.3   Development Academy of the Philippines (DAP)

DAP was established by Presidential Decree 205 on the 7th of June 1973. The Decree noted that DAP was the outcome of a memorandum of understanding between its founding institutions: the Central Bank of the Philippines, the National Economic and Development Authority, the Development Bank of the Philippines, the Government Service Insurance Scheme and the Philippine National Bank.

The Decree noted that DAP was established:

> for the purpose of promoting and supporting the development efforts of the country by carrying out human resource development programs designed to instill development perspectives and advanced management capabilities in the leadership of the key sectors of government and the economy, as well as research, analysis, and publications programs of depth and quality to service the requirements of development planning, management, and implementation at both the macro and project levels. (Presidential Decree No. 205, 1973)

The decree established DAP as a corporation with the following powers:

a) To adopt, alter and use a corporate seal

b) To take and hold by bequest, devise, gift, purchase, or lease, either absolutely or in trust for any of its purposes, any property, real or personal, without any limitation as to amount or value; to convey such property and to invest and re-invest any such principal, and deal with and expand the income and principal of the said Academy in such manner as will promote its objects;

c) To collect, receive and maintain a fund or funds, by subscription or otherwise, and to apply the income and principal thereof to the promotion of its aims and purposes hereinbefore set out;

d) To contract any obligation or enter into any agreement necessary or incidental to the proper management of its corporate award (Presidential Decree No. 205, 1973, Section 2).

5.3.1 Purpose

The DAP website notes that its core purpose is:

> to help development partners (its development stakeholders/clients) excel in serving others better by enabling the institutionalization of cutting-edge capacity building and development solutions (Development Academy of the Philippines, 2018a).

DAP's mission is to:

1. Initiate research and strategic studies that address the current issues and foresighted trends to generate better policy and action.

2. Provide consultancy, training and education that is relevant and responsive to the public and private sector towards increased productivity and excellence.

3. Initiate concrete programs and projects that accelerate growth, development, and security for replication, as well as assist in sustaining public and private collaboration. (Development Academy of the Philippines, 2018b)

5.3.2 Governance

The decree established an eleven-member Board of Trustees to oversight the Academy's work. The membership of this Board of Trustees was subsequently amended by Presidential Decree No. 1061 December 9 1976 which included an additional member to the Board and Executive Order 288, July 25 1987 which reorganized the Board into its present composition. The current Board of Trustees comprises eleven (11) Cabinet Secretaries/Heads or Representatives representing the following government agencies:

- Office of the President of the Philippines (OP);

- Department of Budget and Management (DBM);

- Department of Education (DepEd);

- National Economic and Development Authority (NEDA);

- Civil Service Commission (CSC);

- Department of Health (DOH);

- Department of Agrarian Reform (DAR);

- Department of Agriculture (DA);

- Department of Environment and Natural Resources (DENR);

- Department of Finance; and

- Development Academy of the Philippines (DAP).

5.3.3   Staffing

The organizational structure of the Academy is reported in Figure 5–2. The total number of plantilla and non-plantilla staff reported in DAP's 2016 annual report was 637. (Development Academy of the Philippines, 2016, p.29)
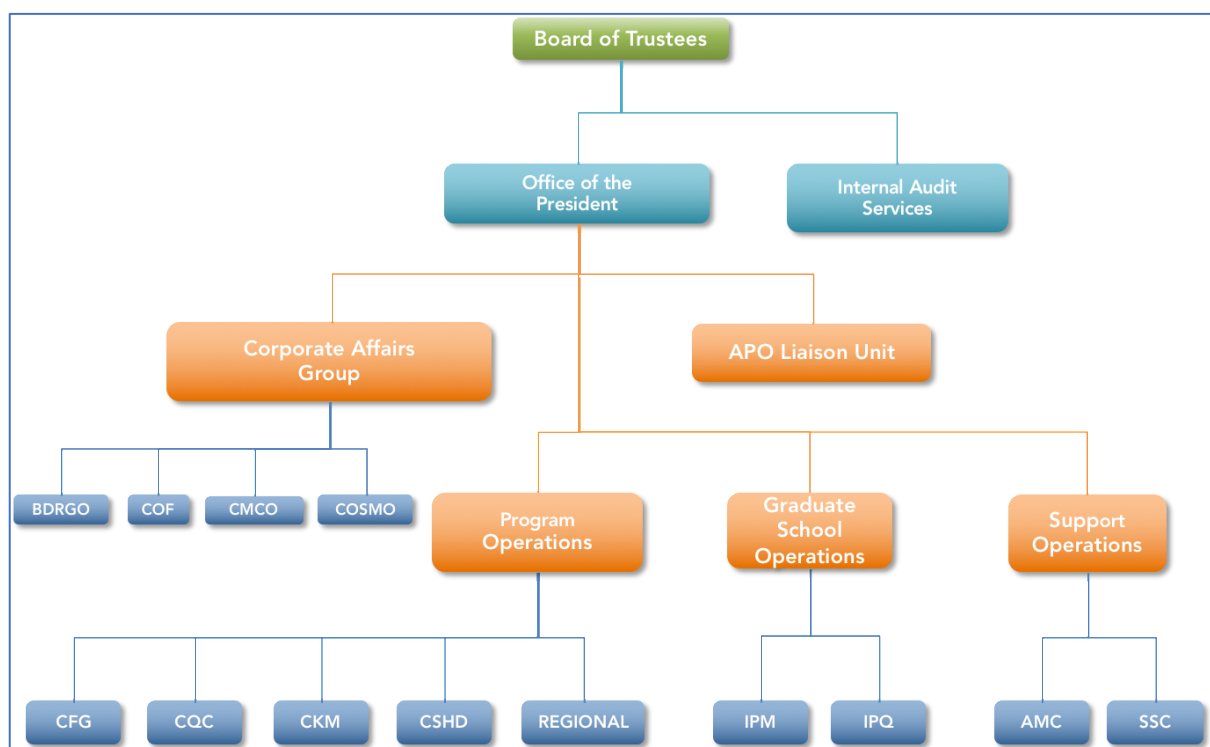
Figure 5–2: Development Academy of the Philippines: Organizational Structure

5.3.4   Programs

The clients of DAP programs are individuals and agencies. In addition to training and development programs designed to enhance the competency of individuals, DAP implements research and development projects National Government Agencies, Local

Government Units, Government Owned and Controlled Corporations, Constitutional Bodies, the Legislative and the Judicial Branches of Government. It also undertakes projects for the Private Sector; Small and Medium Enterprises (SMEs), Non-Government Organization, as well as international donor agencies and the academe.

DAP's Training and development programs include the:

- National Government Career Executive Service Development Program (NGCESDP) and the Public Management and Development Program (PMDP)(GAA) which are designed to enhance the capacity of incumbent executives and middle managers and their potential successors in the government bureaucracy; and

- Specialized Training Courses for Government Officials (GAA) occupying Career Executive Service Officer (CESO) positions. These short courses are designed to upgrade essential skills of government officials in the areas of planning, mentoring, project/program implementation monitoring and evaluation, change management, political dynamics, network-building and citizen-centric governance.

5.4 The Ministry of Education Thailand

5.4.1 Educational Management

The Ministry of Education is responsible for lifelong education in Thailand. It comprises five bodies:

- Office of the Permanent Secretary (OPS);
- Office of the Education Council (OEC);
- Office of the Basic Education Commission (OBEC);
- Office of the Vocational Education Commission (OVEC); and
- Office of the Higher Education Commission OHEC).

Other agencies supervised by the Ministry include the:

- Teachers' Council of Thailand (TCT); and
- Institute for the Teaching of Science and Technology (IPST).

5.4.1.1 Thailand Education Council

The Education Council is responsible for education policy and planning. Its functions are:

1. proposing the national Scheme of Education which integrates relevant aspects of religion, art, culture and sport at all levels of education;

2. proposing educational policies, plans, and standards for implementation as prescribed in the National Scheme of Education in 1;

3. proposing policies and plans for mobilisation of resources for education;

4. evaluating educational provision in accordance with the requirements of 1; and

5. providing views or advice on various laws and ministerial regulations.

The Council has 59 members comprising:

- the Minister of Education as Chair;

- 16 ex-officio members, i.e., Permanent Secretary/Secretaries-General of various ministries and concerned agencies;

- 2 representatives of private organizations;

- 2 representatives of local administration organizations;

- 2 representatives of professional organizations;

- 2 Buddhist monks representing the Sangha;

- 1 representative of the central Islamic Council of Thailand;

- 2 representatives of other religious denominations;

- 30 scholars appointed for expertise in early childhood, basic, higher, vocational, private, specialised, special, non-formal and informal education, administration of educational services, religious affairs, culture, local wisdom, policy formation and planning, standards and quality assurance, legal affairs, economic, financial and budgetary matters, science and technology, communication, natural resources and environment, social development, Industry, politics and administration, technologies for education, business services, affairs of private organizations, sports youth activities, scout movement, Red Cross and girl guides; and

- the Secretary General of the Education Council serves as a member and secretary of the Council.

5.4.1.2 Administrative Structure

The Office of the Education Council has approximately 180 Staff arranged in 8 bureaus and two units:

- General Administration Bureau;

- Educational Policy and Planning Bureau;

- Educational Standards and Learning Development Bureau;

- Educational Research and Development Bureau;

- Educational Evaluation Bureau;

- Educational for Development Bureau;

- Public Sector Development Unit;

- Foreign Cooperation Policy Bureau;

- Public Communication Bureau; and

- Internal Auditing Unit.

Figure 5–3 represents the structural and reporting arrangements for the Office. (Office of the Education Council Thailand, 2018)
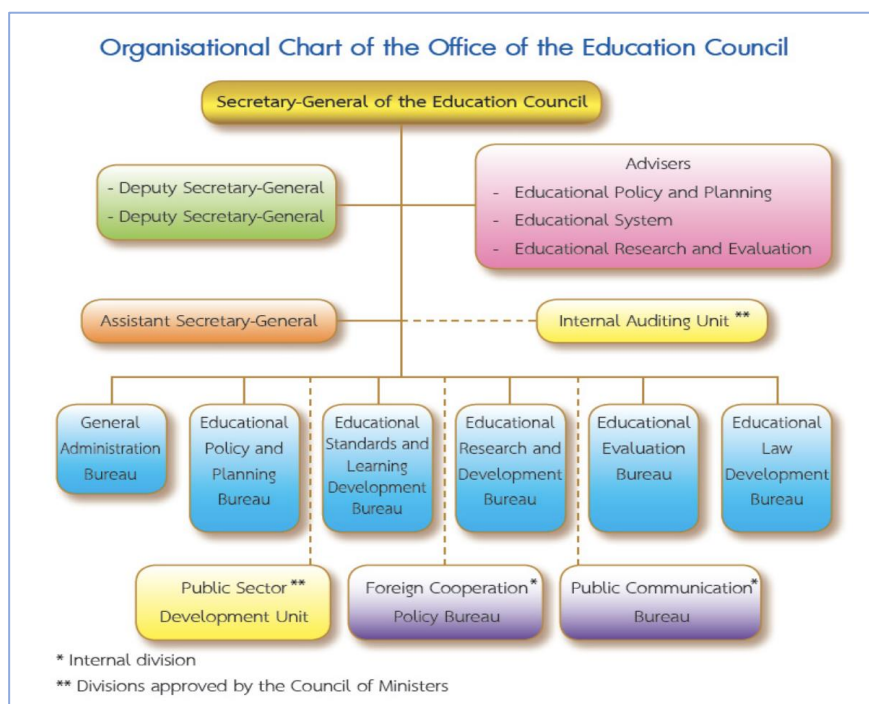
Figure 5–3: Office of the Education Council Thailand – Organizational Structure

5.4.2 Educational Planning

Central to educational planning in Thailand is a whole-of-government approach to data collection and management. The system uses individual identifiers for each citizen to combine health, educational, social services and labour market data. The tracking of individuals commences pre-birth with the recording of health education provided to expectant mothers. Educational outcomes and programs for basic, secondary and tertiary levels are tracked in the system.

The system has the capacity to collect information on teachers, including their service and professional development history. It provides the capacity to link individual teacher quality to professional development needs.

5.4.3 Teacher Education

The requirements for teaching in Thailand are determined by the Teacher Education Council. These requirements include standards of conduct and professional ethics, licensing and professional practice requirements, requirements for entry to the profession, and continuing education requirements.

5.4.3.1 Initial Teacher Education

Teaching is perceived to be a high-status profession with teachers' salaries being approximately 20% higher than those of other public servants. Consequently, entry to the profession is highly competitive. Entry is via a competitive national process with entry quotas set by Initial Teacher Education (ITE) Institutions. There are three routes to entry:

- Ranking

- Standardised tests
- Specific Program Tests

ITE programs comprise four years of university study followed by a one-year placement within a school. Most teachers have a Masters qualification so academic credit from professional development is not attractive. Graduation from an approved course of teacher education is accepted for licensing purposes.

5.4.3.2   Teacher Development
Teacher development is broadly based on requirements for licence renewal (every 5 years). Teachers are required to do 100 hours of professional development over the period plus a further 50 hours per annum working in a professional learning community within their school. While there are 1.3 million teachers in Thailand, only 54 per cent renew their licence every 5 years.

5.4.3.3   Induction
Newly graduated teachers work with a mentor during their first year. At the end of the second year they are considered to be ready to work independently.

5.4.3.4   Salary progression
Salary progression is not time-based but is linked to promotion which is achieved through professional development. The Teacher Personnel Office determines whether the professional development undertaken qualifies the person for promotion. There is an intention to shift this responsibility to regional offices.

5.4.3.5   Professional Development Provision
A demand driven professional development system is currently being introduced. All teachers will receive a voucher equivalent to 10,000 Baht each year to access approved professional development programs. Funds will be held by district offices. Teachers are required to negotiate with their principal and supervisor attendance at courses relevant to their needs. They may choose from some 4000 approved programs of professional development.

The Teacher Professional Development Council (TPDC), established in July 2017, is responsible for approving national teacher development programs. The Council works closely with offices responsible for teacher promotion, OBEC, OVEC, and the Office of Non-formal and Informal Education. The TPDC limits the number of teachers availing of a PD particular curriculum to a maximum of 150 training participants.

Professional development is provided by universities, private providers, and government organizations. All providers are required to submit their professional development curriculum to the IPST for approval. The curriculum is evaluated by three senior teachers. Approval is for two years.

Curriculum is assessed as being at three levels:

> Level 1 – Basic Teacher Education
>
> Level 2 – Intermediate Teacher Education
>
> Level 3 – Expert Teacher Education

5.4.3.6   Teacher Recruitment

An initiative that was highlighted was a program in which hard-to-staff schools identify talented local students. The students are offered scholarships and guaranteed appointments to the school when they graduate.

5.4.4   Teacher promotion

Promotion is based upon continuous teaching and development. Criteria for salary progression are:

1. a minimum of 4000 hrs of teaching over 5 years (800hrs/yr);

2. mentoring/working with parents;

3. professional or self-development. The Professional development is based on individual plans submitted to and approved by the principal and then district/regional office. The minimum required professional learning of 12-20 hours per year is to be supplemented by participation in a Community of Practice where there is to be a minimum of 50 hrs action research from (at least 5) group members. Action research comprises peer review of teaching against the objectives of the action research. Participation in these activities can add 12 hrs to PD hour requirements. Principal are required to verify teachers' participation in a Community of Practice;

4. fifty hours of education-related community service rendered per year; and

5. at least 3 years of satisfactory achievements to be promoted.

Reviews for promotion are held every 6 months.

5.5   The Ministry of Education Malaysia

5.5.1   Educational Management

There are four management tiers within the Malaysian education system: the Ministry of Education; State Offices, District Offices and Schools. The Ministry of Education is headed by a Secretary-General who reports to the Minister for Education. Figure 5–4 (Adapted from Ministry of Education Malaysia, 2018b, Slide 12) represents the current structure of the Ministry of Education. The Teacher Professionalism Strand is responsible for initial and continuing teacher education.

5.5.2 Responsibility for Teacher Education

Initial teacher education is the responsibility of the Institute of Teacher Education Malaysia. The Institute currently oversights the preparation of 27,000 teachers on 27 campuses. Responsibility for planning and implementing continuing teacher education and the quality of teachers is vested in the Teacher Education Division. The Institute Aminuddin Baki is responsible for the development of school leaders.
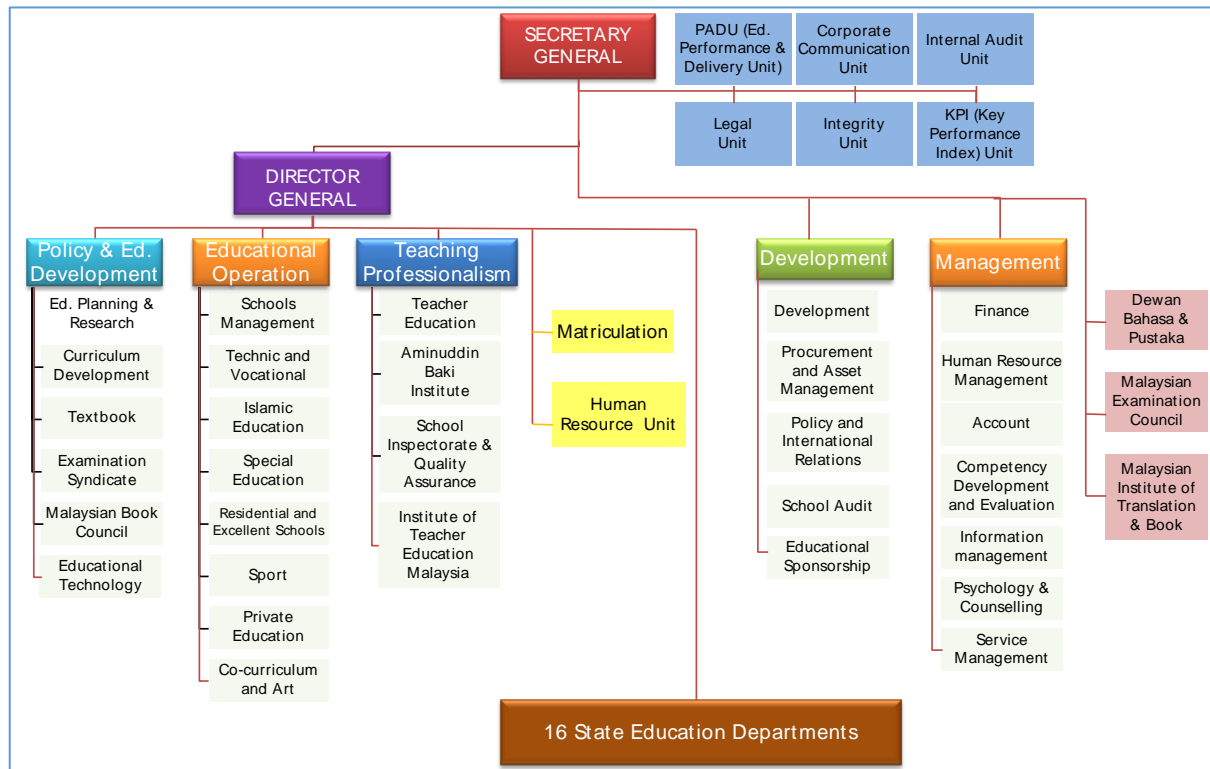
Figure 5–4: Ministry of Education Malaysia: Organizational Structure

5.5.3 Teacher Education Division

The Teacher Education Division "aims to provide quality teachers who will be able to meet the aspiration of the country" (Ministry of Education Malaysia, 2018a, Slide 3). The Ministry's training and development policy requires that each teacher complete at least 7 days of training each year.

5.5.3.1 Professional Development Framework

The central element of the training and development system is a framework that sets out the performance and fields of training for teachers from entry to teaching (Grade 41) to Executive Branch levels (JUSA). The framework enables teachers to assess the work and skills required. The framework is based upon the Growth Based Training and (GOTD) Model (Ministry of Education Malaysia, 2018a, Slide 5).
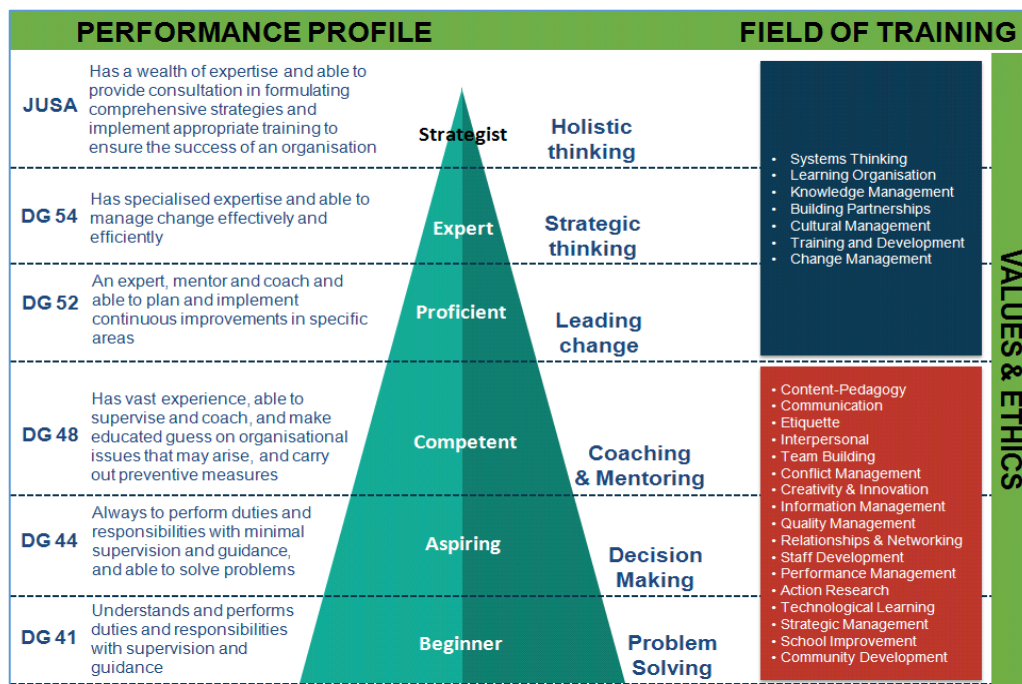
Figure 5–5: Growth Orientated Training for Educational Leaders Model (Khair, 2007)

Recent graduates appointed as Grade 41 Education Service Officers (ESO) are required to work under the supervision of an experienced teacher. All teachers are expected to undertake more challenging roles and to increase their strategic thinking and problem-solving capacity throughout their careers.

5.5.3.2   Course Categorization

Professional development courses are categorized by field and type. There are five types.

1. Basic Courses
   - PPGB (The Novice Teacher Programme)
   - Program Transformasi Minda (Mind Transformation Programme)

2. Competency Courses by Grade
   - A compulsory development course to be attended by grades, e.g.: Competencies for DG41/ DG44/ DG48 etc.

3. Policy/Specific Needs courses (Compulsory Courses based on Education Policy)
   - e.g.: MBMMBI, HOTS, VoTek

4. Elective Courses
   - As chosen/needed by request, e.g.: Public speaking course

5. Supplementary Course
   - For higher management, e.g.: Advance Leadership Programme

Figure 5–6 (Ministry of Education Malaysia 2018a, Slide 7) schematically demonstrates possible training and development pathways of teachers, university lecturers and school and educational service leaders.
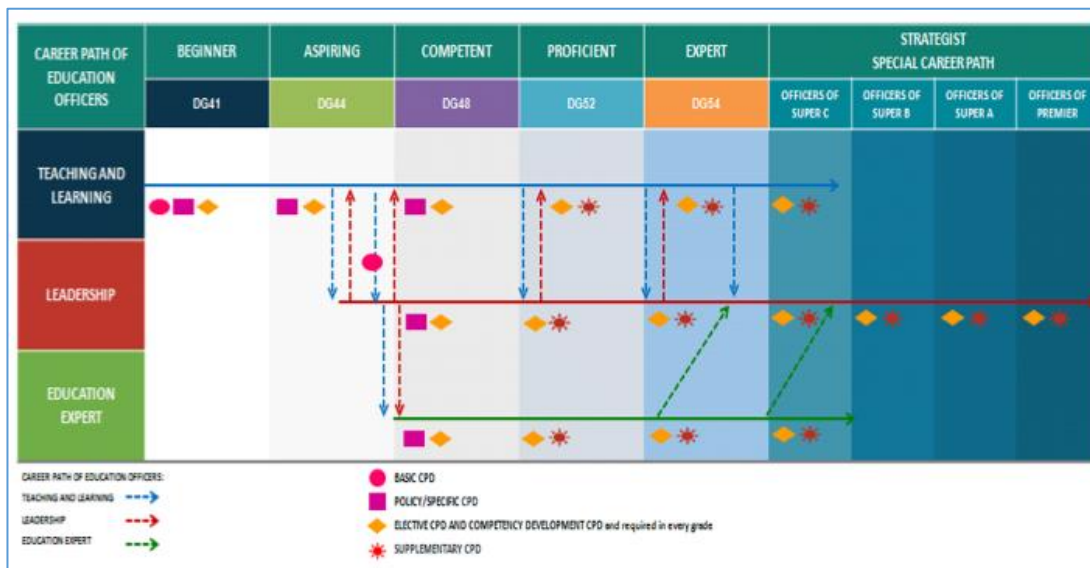
Figure 5–6: Training road maps for teacher, university lecturer and school leader

5.5.3.3 Teacher Professional Development

Professional development programs for teachers are focused on supporting classroom practice. Two initiatives outlined in the *Malaysian Blue Print for Education 2013-2025* (Ministry of Education Malaysia, 2013) are described in the following quote.

> e-Guru video Library
>
> The Ministry is developing a video library of "what good teaching looks like" along each aspect of the teaching and learning competency dimensions. These 'e-Guru' videos will provide teachers with examples of how to integrate each competency dimension into their daily lesson, for example "increasing student interaction". It will also serve as an important teaching aid for the SISC+ during their coaching sessions with teachers.
>
> The Ministry also intends to develop a video library of daily lessons for the critical subjects of Mathematics, Science, Bahasa Malaysia, and English language, from Year 1 through to Form 5. This will be done by identifying the best Guru Cemerlang in these subjects, and video-taping their lessons across the school year. This resource can then be used by teachers seeking inspiration for their lesson plans or examples of good teaching strategies, by coaches in delivering professional development programmes, or even by students as a revision aid.
>
> These video libraries will be hosted as part of the Virtual Learning Environment (VLE) on 1BestariNet to enable teachers and students to access these videos anytime, anywhere.
>
> The second initiative is an expansion of the School Improvement Specialist Coach (SISC+) teacher coaching programme first introduced under GTP 1.0. Specifically, three changes will be made. Firstly, the SISC+ will become full-time positions to allow them to work with greater frequency with more teachers. Secondly, the SISC+ will now be responsible for coaching along the three interlinked dimensions of curriculum, assessment, and pedagogy.

Thirdly, the SISC+ will focus on providing school-based coaching to teachers in lower band schools (Bands 5, 6, and 7). The new SISC+ role will be rolled out as part of the broader District Transformation Programme discussed. (Ministry of Education Malaysia, 2013, p. 5.11).

5.5.3.4 Performance Management

A unified instrument is used to:

1. assess teacher competence and performance;

2. assess outcomes;

3. identify teacher competence and potential; and

4. identify the need for training to develop teachers career paths.

The Instrument uses three components to measures and evaluates a teacher's competence:

1.	Generic components	All Education Service Officers (ESOs) are evaluated across the same dimensions, elements and aspects.
2.	Functional components	Based on knowledge and skills in respective fields.
3.	Outcome components	Based on improvement and work achievements.

(Ministry of Education, 2018a)

The Instrument is used to rate teachers and other ESOs as demonstrating Low performance, Average performance, High performance and Excellent performance. Teachers rated as Excellent are considered for:

1. Yearly increment

2. Service award for excellence

3. Medal for excellence of service

4. Continuous professional development (CPD)

5. Promotion

6. Career path

7. Pursue further education

8. Substitution for Public Service Department yearly appraisal (LNPT JPA).

(Ministry of Education Malaysia, 2018a, Slide 11)

5.6 Synthesis of Findings

The four organizations described above represent four different approaches to addressing the professional development needs of their stakeholders. The analysis identifies significant differences in terms of their:

- client base;

- scale;
- structural relationships with parent government departments;
- governance and advisory structures;
- functions;
- form of programs offered;
- career development; and
- funding source.

These differences, which are summarised in Table 5–1, represent options to be considered in the transformation of NEAP.

Table 5–1: Summary of characteristics of organizations studied

	Philippines Judicial Academy	**Development Academy of the Philippines**	**Office of the Education Council Thailand**	**Teacher Education Division Malaysia**
Scale (Client base & No. of staff)	Judges, Court Officials, Adjudicators - 23,936[8] 250 staff	Public Servants/ Government Agencies 2,420,892[9] persons/69 central government agencies + local government 637staff	Teachers – 736,988[10] 180 staff	Teachers – 429,922[11] Unknown number of staff
Structural relationships	Operational arm of the Supreme Court	Independent Corporation	Division of the Ministry of Education	Division of the Ministry of Education
Governance, Advice & Leadership	Board of Trustees (16 members) Senior Officer-Chancellor	Board of Trustees (11 members) Senior Officer – President	Advisory Council (59 members) Senior Officer - Secretary General	Minister for Education Senior Officer-Director General
Functions	Planning, development and delivery of	Dual Focus: • Organizational development	PD policy and planning. Teacher	Policy, planning, development

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[8] Republic of the Philippines - Civil Service Commission , 2017, p. 1

[9] Ibid. , p.11.

[10] Office of the Education Council, 2017, p. 104.

[11] Department of Statistics Malaysia, Official Portal, 2016

	Philippines Judicial Academy	Development Academy of the Philippines	Office of the Education Council Thailand	Teacher Education Division Malaysia
	training programs for judges and court officials	• Training programs for senior executives	Professional Development Council[12] (TPDC) approves PD programs	and delivery of training programs
Range of organizations Offering PD	Sole agency	Sole agency	Multiple providers – universities and TEIs, professional teaching organizations, private providers.	Teacher Education Division and Aminuddin Baki Institute
Program forms	Range of program forms: • lectures with visual presentations; • case studies; • workshops; • scenarios; • problem-solving exercises; • trigger videos; • mentoring and role play; • practical exercises; hands on computer training; and • sharing of best practice.	Training courses and packages	Market-based demand-driven system. Teachers choose programs from some 4000 programs. offered by range of providers – Universities, professional organizations, private providers.	Range of program forms including best practice video lessons, and in-school coaching.
Career Development	Programs are offered at three levels:	Programs offered are for the development of	PD programs at 3 levels: Basic Teacher	Programs are offered at the following

[12] The Teacher Professional Development Council (TPDC) is an attached agency

	Philippines Judicial Academy	Development Academy of the Philippines	Office of the Education Council Thailand	Teacher Education Division Malaysia
	• Entry • Induction • Enhancement.	Executives	Education Intermediate Teacher Education Expert Teacher Education	levels: • Beginner • Aspiring • Proficient • Expert and • Strategist
Funding source	Fee for service	Fee for service	MOE budget	MOE budget

6 RISK ANALYSES

6.1 Introduction

Risk analysis is always prospective and the numerical values reflected in the analysis are the analysts' assigned ratings based on a reading of what different stakeholders and parties internal to, or connected with, the subject might react to given questions raised. These values are based on perceptions and should not be treated as statistically significant. They are not based on statistical surveys.

6.2 Risk Assessment of a Transformed NEAP

What could be the possible governance structure of a revised, transformed NEAP?

Three possible structures were explored by the study team:

1. an independent agency created by law;

2. an agency attached to the DepEd; and

3. an office organic to DepEd (such as a Professional Development Bureau).

The pros and cons for each were studied. In assessing the points for and against each option, the following rubrics were applied:

Table 6–1: Scoring Rubric for Risk Analysis – Pros and Cons

PROS Strongest Advantage, Maximum Benefit (+5) High Benefit (+4) Moderate Benefit (+2, +3) Low, No Benefit (+1) **CONS** Low, No Risk (-1) Manageable Risk (-2, -3) High Risk (-4) Deal-Breaker (-5)

In the initial round, it was determined that setting up an independent agency requiring a law would be the most difficult to attain and most unlikely to be supported both within the bureaucracy and by Congress. Hence, the two choices for further study were Options 1 (an attached agency) and 2 (status quo), both being positive in terms of the points assigned.

Table 6–2: Governance Options

	INDEPENDENT AGENCY	ATTACHED AGENCY	ORGANIC UNIT (BUREAU)
Description	Established as an independent entity, separate and not reporting to DepEd. Organized with its own independent board of trustees. Model: DAP; attached to the Office of the President.	Organized as an attached agency to DepEd, existing outside the line organization of the Department but reporting directly to the Secretary of Education. Model: PHILJA; attached to the Supreme Court.	Organized as a line unit within DepEd, reporting directly to an Undersecretary or an Assistant Secretary. Model: Any of the existing bureaus within DepEd.
PROS	As an independent entity, will have the **independence** to enact policy and carry out a program with least interference from the DepEd bureaucracy. (+4)	As an attached agency, NEAP would have the **autonomy** to manage programs on its own but not separately from the oversight of the Secretary. (+4)	As an organic unit within the DepEd organization, this is the **status quo** situation. Under this scenario, NEAP has no gravitas to call itself an Academy and has no stature as the primordial T&D/L&D unit within the Department. (+2)
	Could raise funds by selling T&D/L&D services to other government agencies or by raising other donor funds. (+4)	NEAP would be included in the DepEd Budget as an attached agency and could have access to other departmental funds including funds downloaded to the regional and division offices. (+4)	NEAP would have access to DepEd budget resources but would have to compete for this as in the current status quo case. (+2)
CONS	As an independent entity, will have to source its own operating budget. No guarantee that T&D/L&D funds in the DepEd Budget will be shared by DepEd with this kind of NEAP organization. (-4)	NEAP would have to align its program of work completely with that of DepEd. Given that this is to service the T&D/L&D requirements of the Department, this provides no handicap to NEAP. (-1)	Unless NEAP is given more stature in the DepEd organization, competing for DepEd resources against other organic units gives it little advantage over other bureaus. (-1))
	Selling T&D/L&D services to other non-DepEd agencies would dilute its mission to more fully service DepEd proper. May not be focused on DepEd at all or as its primary client. (-5)		
Scoring	(-1)	(+6)	(+3)

6.3 Risk Assessment: Options 1 and 2

Risk assessment is a matter of perception on the part of the assessor. What is important is to establish the most appropriate parameters by which to frame risk of success or failure and a

set of rubrics before an assessment is made to curtail subjectivity on the part of the assessor(s). Risk assessment is not a perfect science; rather, it is about probabilities and possibilities.

Four categories of Risk were identified in this analysis:

(1) **Organizational Risk** (**Intra-organizational Risk)** (risk coming from within DepEd, i.e., from within the DepEd bureaucracy)

- How acceptable would an enhanced, empowered, capacitated NEAP be to the rest of the DepEd bureaucracy? – DepEd bureaus, TEC, DepEd leadership

(2) **Internal Capacity Risk**

- Does NEAP have the organizational capacity to take on a larger role as envisioned?

(3) **Political Risk (External Stakeholders views)** (risk involving other education stakeholders and parties outside of the DepEd bureaucracy)

- How would external stakeholders, such as Congress, PRC, teacher unions and associations, respond to a reorganization of NEAP?

(4) **Financial Risk**

- Can an enhanced, expanded NEAP manage finances with accountability, transparency, and good stewardship?

The specific rubrics per type of risk are resented in the attached table.

Included is a table to explain the interpretation of scores. To achieve a final categorisation the individual scores are added and averaged.

Table 6–3: Risk Assessment

TYPE OF RISK	DESCRIPTION	STAKEHOLDERS	RATING	INTERPRETATION	SCORING
Organizational Risk Intra-organizational Risk; Internal Risk within the Organization	How acceptable would an enhanced, empowered, capacitated NEAP be to the rest of the DepEd bureaucracy?	DepEd Leadership (4, could be mixed) DepEd Bureaus (1-2) TEC (3-4) Regional Offices (4) Division Offices (2) Schools (2) Teachers (2)	(5) Supportive (4) Little/Some Support (3) Little Support (2) No support/Indifferent (1) Little/Some Opposition (muted silence to muttering) (0) Strong Opposition (foot-dragging, stonewalling, vocalized opposition)	(5) No Risk (4) Minimal Risk (3) Manageable Risk (2) Moderate Risk (1) High Risk (0) Very High Risk	Score = 2.43 to 2.86
Internal Capacity Risk (Internal Capacity Risk)	Does NEAP have the organizational capacity to take on a larger role as envisioned (as viewed and supported, not supported by key stakeholders)?	DepEd Leadership (3, could be mixed) DepEd Bureaus (1) TEC (2) Regional Offices (2) Division Offices (2) Schools (2) Teachers (2)	(5) NEAP viewed as capable (4) Somewhat capable (3) Little capability (2) Unsure of capability/no opinion (1) No capability (0) Will destroy value	(5) No Risk (4) Minimal Risk (3) Manageable Risk (2) Moderate Risk (1) High Risk (0) Very High Risk	Score = 2.0
Political Risk	How would external stakeholders take to a reorganization of NEAP?	Congress (Legislators) (0, if legislated; 1, If done by Department Order) PRC (2) Teachers Unions (3)	(5) Supportive (4) Little/Some Support (3) Little Support (2) No support/Indifferent (1) Little/Some Opposition (0) Strong Opposition	(5) No Risk (4) Minimal Risk (3) Manageable Risk (2) Moderate Risk (1) High Risk (0) Very High Risk	Score = 1.67 (if legislated) to 2.0 (if by Department Order)
Financial Risk	Can an enhanced, expanded NEAP manage finances with accountability, transparency, and with good stewardship?	Given a dedicated financial staff (1-2)	(5) Very Capable (4) Some capability (3) Limited capability; will need training (2) Little/ limited capability; will need support from DepEd Central	(5) No Risk (4) Minimal Risk (3) Manageable Risk (2) Moderate Risk (1) High Risk (0) Very High Risk	Score = 1.0 to 2.0

		(1) No capability (0) Will destroy value		
SCORE	Average of the 4 Risk Factors	Negative score – High Risk of Failure	4.01 to 5.00 Negligible Risk	
			3.01 to 4.00 Minimal Risk	**1.78 to 2.22**
			1.51 to 3.00 Manageable Risk	**Manageable Risk**
			0.0 to 1.5 Moderate Risk	

6.4 Conclusion – Risk Assessment: NEAP as an Attached Agency

In the above rating scale, the higher the score, the less risky is the endeavour to the proponent (in this case, NEAP). The analyst's assessment is Manageable Risk rising to Moderate Risk. The overall risk is manageable but closer to Moderate Risk because of three factors:

1. the level of support from within the DepEd bureaucracy (from little support to unsure support to mixed support coming from different key stakeholder groups);

2. the level of support from external stakeholders; and

3. the capacity of NEAP to handle its own finances and other resources.

The current low level of capability of NEAP to manage opposition from internal units competing in the space (notably, specific Bureaus) and NEAP's relative low level of financial capability are among the weaknesses the organization must work on and overcome if this reform is to be successful.

However, the most critical factor is DepEd Leadership. For this reform to be implemented successfully, it needs to have the full backing of the DepEd leadership at the national and regional levels. Without this, the reform will have no champion.

An indicator of whether this will be achieved will also be reflected in the move to make NEAP an attached agency or keep the status quo. An enhanced status as an attached agency will give it the *gravitas* necessary to succeed. On the other hand, leaving the status quo intact will mean that NEAP–CO will have to compete at a decided disadvantage for attention and space within DepEd *vis-a-vis* other Bureaus and units.

7 ISSUES, OPTIONS & RECOMMENDATIONS

7.1 Introduction

The modifications that have occurred to NEAP over time have been both additive and subtractive, with responsibilities and functions being increased to address perceived needs, and then decreased as the required upscaling and funding of NEAP to address these responsibilities failed to materialize.

So it is with the present situation. Primary responsibility within Central Office for development and delivery of professional development programs to support the implementation of K to 12 initiatives was vested in Curriculum and Instruction Bureaus and other operational units. Notwithstanding the significant professional development needed to implement K to 12, NEAP–CO's role has been limited to development of the L&D and QATAME systems, oversight of Human Resource Development and Training (HRDT) funds and the development and delivery of leadership development programs.

Given that K to 12 is now in place, the focus of professional development is shifting. The evolving focus is on the development and delivery of programs that address the competencies needed by staff members to fulfil their roles.

At the regional level, HRD Divisions that are responsible for fulfilling NEAP–RO's role have been primarily engaged with Leadership Development programs, with CLM Divisions in each Region mainly responsible for supporting K to 12 programs. Despite NEAP–RO's role and referencing in legislation and Departmental orders, NEAP–ROs are not always explicitly acknowledged within the HRDD units that have responsibility for them. For most regional and division stakeholders, the name NEAP is synonymous with the Regional Training Centers.

The investigation of similar academies and bodies reported in Chapter 5 identified a range of factors that differentiate organizations with responsibility for professional development within their respective jurisdictions. These factors include structural relationships, governance and advisory arrangements, client base, functions, program forms and funding source. These provide a broad context for the discussion of options for restructuring NEAP.

The discussion and recommendations that follow are designed to strengthen and position NEAP as a fully functional educational academy equipped to support and enhance the in-service education of educational professionals.

7.2 Structural Relationships

Currently, NEAP's central office and regional components are perceived to be loosely linked operational arms of DepEd's central and regional offices. While the central and regional arms of NEAP are related by their common purpose, NEAP–CO is responsible only for the

quality of professional development programs provided by NEAP–RO. Regional Directors are responsible for the operation or outcomes of NEAP–RO.

The organizations studied in the previous chapter provide more comprehensive training and development solutions for their respective jurisdictions than NEAP does within DepEd. For example, NEAP does not currently have a research section. However, both PHILJA and DAP have the capacity to undertake and foster research to address their charter. Consequently, if NEAP is to be transformed into an academy it would seem important for NEAP to have the capacity to undertake and foster research to support its activities.

A factor that differentiates those organizations reviewed in the previous chapter is their structural relationship with their jurisdiction and therefore, the fitness to purpose of their organizations. Consequently, the extent to which NEAP's current alignment with DepEd has limited its potential was an issue considered in FGDs. Comments were sought from participants in relation to three structural options:

1. an independent agency created by law;

2. an agency attached to the DepEd; and

3. an office organic to DepEd (such as Professional Development Bureau).

There was practically no support for the first option, reconfiguring NEAP as a 'detached' or independent agency from DepEd, even though this option has the potential to strengthen NEAP and would clarify responsibility for professional development within DepEd.

The third option was favored by a few stakeholders on the grounds that the current arrangements facilitate close collaboration with NEAP in the development of professional development programs. This viewpoint is predicated on continuation of the current professional development programs and delivery models. As a balance to these views, the majority of respondents reported that the current arrangements were inadequate, particularly at the regional level where HRDDs and CLMDs are being overloaded with requirements to implement centrally-developed training programs from multiple Bureaus and NEAP-CO. This was reported to diminish their capacity to address specific regional needs and achieve their own KRAs.

The large majority of stakeholders supported the second option. This favored an attached agency that had a direct line of responsibility to the Secretary of DepEd. In addition, the transformed NEAP–CO should encompass a structure that was sufficiently broad that would enable it to meet the professional learning needs of teachers and school leaders across the Philippines. The suggested structure is provided in Figure 7–1.

The FGDs also revealed a common view on NEAP–ROs. These offices should be set up in every region and should be a mirror of NEAP–CO in the field. At the Regional level, (NEAP–RO) should be a unit administratively supervised within the Regional Office with technical

supervision provided by NEAP–CO (see Figure 7–2). The current suggested organisational structure in addition to the one provided in Figure 3–3, offers an important basis upon which planning of NEAP–ROs can be based.

NEAP–RO's role should be to deliver the L&D program in the field in accordance with NEAP standards and guidelines, while being responsible to the Regional and Division Offices in which it is housed. (From a management and governance point of view, NEAP-ROs would be administratively part of a region, but its standards and guidelines would be set nationally by NEAP–CO.)

The only other unit responsible for training in DepEd should be BHROD which should continue to assume responsibility for *administrative personnel* in non-teaching roles (budget officers, accountants, procurement officers, etc) and initiatives linked to the Results-based Performance Management System (RPMS).

7.2.1   Recommendations

Recommendation 1

It is recommended that NEAP be re-constituted as an *attached* agency within DepEd with a direct line of management to the Secretary. The various components of NEAP (NEAP–CO, NEAP–RO), a presence at the Division level, and the regional training facilities, should have clear reporting lines by being unified in a vertically-integrated organization. (Figure 7–1)

Recommendation 2

It is recommended that Regional NEAP Offices (NEAP–RO) be established in all Regions and that NEAP–RO should be physically separated from and staffed independently of HRDD (see Figure 7–2). NEAP–RO personnel would report to the Regional Director and coordinate with the Director – NEAP in Regions, at NEAP–CO, who, in turn, would report to the Head of NEAP–CO.

Recommendation 3

It is recommended that NEAP have the capacity to undertake and foster research to support its activities, and to increase research-based knowledge and practice, both within NEAP and more widely across personnel from Central Office, Regions, Divisions, Districts and schools.

Recommendation 4

It is recommended that the structure of NEAP-CO could involve seven Offices (Figure 7–1). These are:

> **Office of the Dean/Chief Executive Officer**, which concerns Executive Support and Policy Formation, and acts as the secretariat for an Executive Board and the Advisory Council.

NEAP in the Regions Office, which ensures a two-way flow of information policy to and from NEAP–CO and NEAP–RO concerning all aspects of NEAP's work such as the design, development and delivery aspects of NEAP programs as well as NEAP staff development.

The following Offices comprise two Divisions each.

Education Programs Office, which comprises two Divisions: (i) *Career Progression Division* focused on Teacher Induction, Career Stage development – at Proficient Teacher, Highly Proficient Teacher, Distinguished Teacher, Professional Development of Executives and Other Instructional Personnel; and (ii) *Focus Programs Division*, which addresses, for example, Subject Areas Content and Pedagogy, Gender and Development, Learner Diversity, Alternative learning System.

Program Delivery Office, which comprises two Divisions: (i) *Online and Materials Division,* focused on Online programs, Distance Education Programs, Clearinghouse, Material Development; and (ii) *Training Division* focused on Coaching, Mentoring, Training of Trainers.

External Liaison Office, which comprises two Divisions: (i) *Stakeholder Relations Division,* focused on Liaison with DepEd, TEIs, PRC, Equivalency recognition, CPD; and (ii) *Events Coordination Division,* which develops links with local and foreign organisations.

Research Office, which comprises two Divisions: (i) *Research Division*; and (ii) *Planning and M & E Division*.

Administration Office, which comprises two Divisions: (i) *Administration and Finance Divisio*n; and (ii) *ICT Unit* focused on Data Services and Web Content.

Recommendation 5

It is recommended that Bureau of Human Resource and Organizational Development (BHROD) and its regional counterpart, the Human Resources Development Division (HRDD), be responsible for the provision of the professional development needs through the overall design, development and delivery of programs supporting:

(i) non-Teaching/Administrative Personnel. Note: certain courses could be delivered in-house by BHROD or HRDD whereas other more specialized courses (e.g., procurement) could be outsourced to accredited training institutions; and

(ii) the application of the Results-based Performance Management System (RPMS). Note: there would be strategic alignment between BHROD and a transformed NEAP, especially in relation to those policies that focus on teacher assessment, employment, promotion and rewards.

Figure 7–1: Organizational Chart – NEAP Central Office
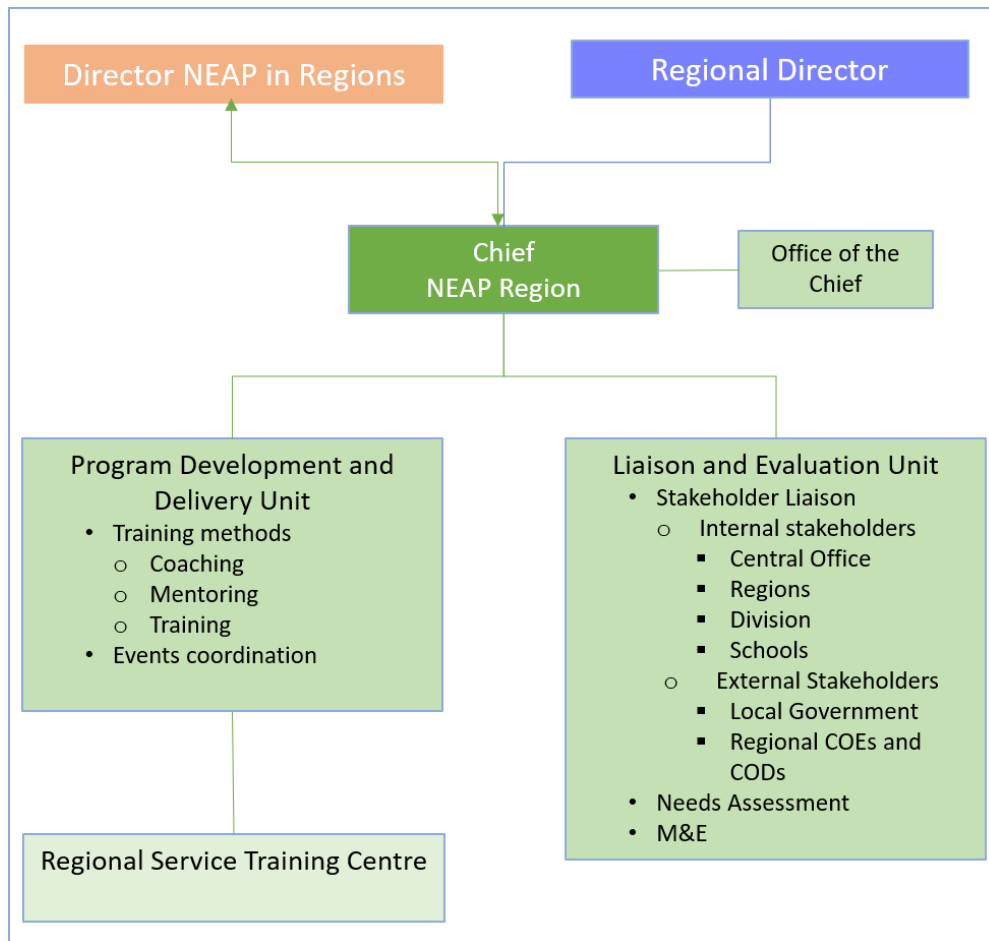
Figure 7–2: Organizational Chart – NEAP in Regions

7.3 Leadership and Governance

7.3.1 Leadership

High-level leadership positions are common to PHILJA, DAP and the Office of the Education Council (Thailand). PHILJA is led by a Chancellor, DAP by a President and the Office of the Education Council (Thailand) by a Secretary-General. Successful transformation of NEAP will be dependent upon high-level, visionary leadership. Such leadership should also extend to the persons in charge of NEAP-ROs.

Consistent with its name, NEAP should be constituted along academic lines. This view was reinforced by advice in LOI 1487 (1985, p.3) (see 3.3.4) where staffing "shall aim to have the same qualifications, including training and experience, as the academic staff of teacher training institutions in state universities and colleges". Consequently, a review of position titles for personnel should be undertaken on a way that makes the position attractive for accomplished educators.

7.3.2 Recommendations

Recommendation 6

It is recommended that

    a. a role title of 'Dean' (or equivalent) with the rank of an Assistant Secretary be used for the head of NEAP–CO, suggesting an academic, data-informed, research-driven basis guiding the directions and developments of NEAP's mission, purpose and deliverables; and

    b. the Heads of NEAP-ROs be at the level of Chief.

Recommendation 7

It is recommended that the Research Division be led by a Director/Chair of Research to be occupied successively by accomplished TEI researchers on fixed-term appointments. Responsibilities of the Director/Chair of Research should include:

    a. conducting and publishing research on NEAP programs and international best practice in professional development; and

    b. strengthening the research capacity of other personnel in the Research Division of NEAP and more widely.

7.3.3 Governance

Strong and representative governance arrangements are features of both PHILJA and DAP. These arrangements assure the authority, strategic direction of the organization and support for programs offered by the respective organizations.

The Secretary and ExeCom are currently responsible for the governance of NEAP. The strength of this arrangement is that it provides for a synergistic relationship between DepEd's strategic directions and NEAP's work program. The advice from stakeholders in the FGDs suggested, however, that there is a mismatch between DepEd's planning priorities and professional development provision. The weakness of the arrangement is that NEAP's role and functions are situated within and constrained by DepEd's structures and priorities.

Strong governance arrangements based on a two-tiered governance arrangement that separates executive and advisory functions are a feature of many public and private organizations such as PHILJA and DAP. This was also a feature of the governance arrangements proposed for of NEAP in 1997. Such arrangements enable a small Executive Board to focus on strategic policy and planning, and financial and risk management. Broad-based representative bodies are better placed to provide advice in relation to program development and delivery.

7.3.4 Recommendation

Recommendation 8

It is recommended that the governance arrangement for NEAP should comprise a two-tiered structure: (i) a small Executive Board; and (ii) a representative Advisory Council. It is

recommended that the following responsibilities and personnel would be associated within this structure.

An **Executive Board** responsible for Governance

Responsibilities

    a. to provide strategic policy and planning;

    b. to undertake financial and risk management; and

    c. to meet on a quarterly basis.

Membership (high-level strategic membership) to include; for example:

    a. Secretary of Education (Chair);

    b. Undersecretary for Curriculum and Instruction;

    c. a nominee of CHED;

    d. a representative of the Professional Regulation Commission (PRC); and

    e. a representative of the Department of Budget and Management (DBM).

A representative **Advisory Council** composed of 11-to-15 respected individuals in the field of education

Responsibilities

    a. to advise on NEAP's programs;

    b. to meet on a quarterly basis; and

    c. to report through the Dean to the Executive Board.

Membership (strategic) to include; for example, representatives of:

    a. Central Office Bureaus (suggest 3), Regions and Divisions (suggest 2);

    b. principals' organizations and professional teaching organizations drawn from a list of recognized organisations (suggest 3);

    c. National Center for Teacher Education, National Network of Normal Schools, Centers of Excellence, Centers of Development, … (suggest 3); and

    d. individuals with impeccable academic credentials and gravitas; academic leaders/deans, individuals with international experience, former government officials (suggest 3).

Chief Executive Officer, with the title of **Dean,** or its equivalent, to be:

    a. responsible for the day-to-day management and operations of NEAP;

    b. executive officer of the Executive Board; and

    c. chair of the Advisory Council.

7.4 Scale and Staffing

7.4.1 Introduction

The consensus amongst participants in FGD meetings was that NEAP was under resourced to achieve its current, let alone an expanded, remit. There was also significant support for NEAP to provide training and development for teaching and instructional personnel.

7.4.2 Current situation

There are currently 33 positions in NEAP–CO and an average of four NEAP positions in regional HRDD units undertaking NEAP–RO's functions, and on average a further three in regional service centres. This equates to a total of 152 staff catering for a plantilla of 763,538[13].

The analysis presented in Table 5–1 reports significantly greater numbers of staff in both PHILJA and DAP. In the case of PHILJA this equates to one staff member per 95 court officials. Although DAP is a much larger organization and potentially catering for many more staff its programs are targeted at the development of agencies and executive staff. Notwithstanding the total number of staff reported above, NEAP is in relative terms under-resourced in comparison with the other academies.

NEAP-CO, as it is currently configured, does not have sufficient staff to achieve its potential. It is difficult to justify maintaining the current staffing levels of some Curriculum and Instruction Bureaus given that the curriculum development cycle is shifting from development and implementation to monitoring, consolidation and evaluation phases. Consequently, a review of staffing of the Bureaus is timely.

Feedback provided through FGDs indicated NEAP staff needed support to attain the skills and capacity needed to undertake current functions or to take the organization forward. There are two ways of addressing this shortfall. The first is through targeted recruitment of specialist staff. The second is to undertake a skills analysis and review of the capacity of its staff and to initiate training to redress shortcomings and strengthen capacity overall. These two actions should be a priority in the restructuring and transforming of NEAP.

7.4.3 Proposed Staffing of NEAP

It is proposed that the transformed NEAP should take charge of the overall responsibility for the design, development and delivery of professional development for teaching and leadership personnel while maintaining training standards and the quality of training delivery throughout. The Table 7–1 below sets out a proposal for staffing NEAP-CO.

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[13] Data provided in a PowerPoint presentation by BHROD – Note figures do not include ARMM.

Table 7–1: NEAP–CO core staff

Position	Number
Office of the Dean: Dean	1
Office of the Dean	6
Office of NEAP in Regions: Director	1
Support	6
Research Office	
Director Research	1
Research Division	7
Planning and M&E Division	7
Education Programs Office	
Director	1
Career Progression Division	35
Focus Programs Division	35
Program Delivery Office	
Director	1
On Line and Materials Division	35
Training Division	35
External Relations Office	
Director	1
Stakeholder Relations Division	8
Events Coordination Division	8
Administration Office	
Director	1
Administration and Finance Unit	10
ICT Unit	8
TOTAL	**207**

The proposed staffing at Central Office is approximately six times current staffing levels. The suggested staffing in Regions for NEAP–RO is provided in Table 7–2. It is proposed that each "NEAP in the Region" (NEAP–RO) should have the following number of staff:

Table 7–2: NEAP-RO Staffing

Position	Number
Chief/Manager Region	1
Office of the Manager	2
Program Development and Delivery Unit	7
Regional Service Training Centre	3
Liaison and Evaluation Unit	5
Total Personnel per Region	**18**
TOTAL ACROSS ALL REGIONS	**306**

The Total staffing recommended for NEAP–CO and NEAP–ROs is 513 personnel.

The existing training centers in the regions would be transformed as "NEAP in the Region" directly reporting to the Regional Office, while being supported by NEAP–CO in terms of program content and standards. Such a change in organizational structure should translate into the rationalization of staffing within the Central Office of DepEd. Training staff currently housed in different bureaus would need to be reassigned to NEAP as the T&D/L&D functions are assigned to NEAP–CO.

In terms of Cost-Benefit Analysis, the additional ratio resulting from additional staff cost in NEAP–CO and NEAP–RO would be negligible given the large amount of T&D funds programmed for DepEd in 2018. The total amount of T&D funds approved for DepEd under the General Appropriations Act was PhP 3.56 Billion, PhP 3.67 Billion and PhP 3.9 Billion in 2016, 2017 and 2018 respectively.

7.4.4   Recommendation

Recommendation 9

It is recommended that a review of the staffing needs of NEAP–CO and Central Office Bureaus be undertaken with a view to transferring positions to NEAP.

7.5   NEAP's Role and Functions

7.5.1   Introduction

When asked about NEAP and its role, many FGD participants stated that it was training venue, a place where trainings in the region were usually held. However, some FDG participants mentioned a "group of trainers" and "training principals and Master Teachers." Those who have received trainings from NEAP-RO stated that the trainers were "good," and that the trainings they received were "sufficient."

7.5.2   Professional Learning

A precursor to clarifying NEAP's role is the need to determine the modes of professional learning that are most appropriate for developing DepEd staff into the future. Professional learning (PL) can have different specific objectives and can be delivered in different ways to different audiences. The delivery methods of professional development include: traditional face-to-face teaching (school-based); distance education (including on-line activities); or blended education (utilizing various modalities) and collaborative activities.

PL could also be offered using technologies (such as videos) and other types of resource-informed activities. Offerings should also take advantage of a wide range of pedagogical approaches including: collaborative meetings, workshops, action research and learning communities (e.g., LACs) at school, district, division, region and national levels.

Learning communities are relevant to educators within or across different groups in DepEd. Examples of such groups (which may be further sub-divided into smaller cohorts) and their potential foci needs include:

- *Leaders of the bureaucracy* (directors, superintendents, supervisors): development of managerial competence and leadership on top of functional expertise;

- *School leaders* (principals, teachers-in-charge, head teachers): development of school leadership traits and administrative competence;

- *Classroom teachers:* induction into the professional culture required of all teachers in the system and enhancement of competence in subject matter content, pedagogy, DepEd procedures and processes; and

- *All DepEd personnel:* inculcation of a culture of professionalism and standards of service delivery that reflects well on the entire department and the Philippine bureaucracy as a whole.

Consideration of other modes of program delivery is needed. Online modes are becoming increasingly feasible given increased access to technology. However, as Price Waterhouse Coopers found in its study of ICT use in schools across India and South East Asia, the "use of ICTs in education calls for a fundamental shift in the way content is designed and delivered, as well as for teamwork and collaborative practices". (Price Waterhouse Coopers, 2010, p.17). Nonetheless, there is a range of strategies open to an enhanced NEAP to transition from the predominant train-the-trainer model to address demand for professional development. These include:

- developing individualized professional development programs that can be delivered through online and distance learning modes;

- establishing policies and support materials to build the capacity of in-school mentors and coaches; and enhance peer observation skills; and

- developing best practice videos and work samples.

The significant support for maintaining the current cascading train-the-trainer model evident in FGDs arises from the perception that the system is too big to do otherwise. This view is not held by any of the other institutions studied. Although, Thailand has as a similar number of teachers, it is implementing a demand-driven model in which teachers can choose from approximately 4,000 approved courses.

7.5.3   NEAP's Role

NEAP–CO's role in the direct development and delivery of professional development programs is currently restricted to leadership programs. This limitation is a consequence of its small scale and historical views about its role in developing future leaders for DepEd. There was broad support from FGD participants for the expansion of NEAP's role in the development and delivery of professional development to address the needs of teachers and teaching-related personnel.

The data gathered from the FGDs about NEAP's role in the development and delivery of Professional Development (PD) was compelling. The prevailing view was to change the status quo. Most respondents in FGDs did not want to limit a transformed NEAP's provision of PD to leadership training and they did not support outsourcing all training for teachers, thereby excluding NEAP (as a tiered organization) from the actual development and provision of PD to teachers. While NEAP would not be able to meet *all* the PD requirements of *all* teachers, the data indicate that it should not be excluded from this role.

Significantly, a transformed NEAP would be expected to utilize (i) contemporary strategies for developing school-based and other DepEd personnel, such as mentoring and coaching, and (ii) a range of modes, such as blended learning and online learning in virtual communities. Thus, the current cascade model of face-to-face training would be situated within a broader suite of professional development strategies.

As DepEd's training arm, a transformed NEAP needs to be forward-looking and proactive, not reactive. Critically, NEAP should be responsible for driving and ensuring teacher development against the PPST.

7.5.4   Recommendations

Recommendation 10

It is recommended that NEAP as a whole:

a. assume responsibility for the design, development and delivery of programs supporting teachers and instructional personnel;

b. offer and manage tenders for the design, development and delivery of PD to TEIs and other training organizations;

c. establish policies and support materials to build the capacity of in-school mentors and coaches, and enhance peer observation skills and strengthen LACs;

d. enhance current leadership programs for RDs, superintendents, supervisors and principals through linkages with DAP and business management schools;

e. offer some training programs that provide foundational pedagogical and content knowledge and/or skills and others that provide advanced pedagogical and content knowledge and/or skills;

f. assume responsibility for awarding scholarships and study grants to enable higher-level study and overseas study tours;

g. develop an online clearinghouse to improve access to professional development programs; and

h. prioritize the development of its own staff both initially and in the longer term to ensure the quality of the organization's outputs.

7.5.5 Quality Assurance

NEAP is currently responsible for quality assuring training and development programs through the Quality Assurance, Technical Assistance and Monitoring and Evaluation (QATAME) subsystem of the L&D system. However, current conventions recognize the potential conflict of interest that can arise from a single organization quality assuring programs that it develops and delivers.

Experience shows that it is very difficult for an organization to judge fairly the quality of internally developed programs. Invariably, the measures used differ, which can result in internally developed programs being approved in circumstances where similar programs developed by external providers would be rejected.

Consequently, NEAP's responsibility for quality assurance needs to be separated from the planning, development and delivery of training and development programs. However, in the absence of an independent body being charged with this responsibility, it is proposed that NEAP fulfil this role in an interim capacity,

7.5.6 Recommendation

Recommendation 11

It is recommended, as an interim arrangement, that NEAP's functions include the quality assurance of programs *not* offered by NEAP. In the case of programs delivered by NEAP's personnel, Quality Assurance should be undertaken by an independent agency.

7.5.7 Career Development and the PPST

There are two aspects to the issue of career development. The first aspect concerns application of the PPST, which presents a developmental continuum for teachers. The second concerns the Professional Regulation Commission's requirements for Continuing Professional Development (CPD), which is requisite for license renewal.

7.5.7.1 Application of the PPST

Career development is a goal of professional development programs offered in all jurisdictions studied. PHILJA, the Office of Education Thailand and the Ministry of Education in Malaysia provide ladderized programs that cater for different career stages. This approach is essential for teacher professional development based on the PPST, which comprises four developmental career stages.

In addition to providing a framework for the development of teachers, developmental professional standards provide benchmarks for preparing, appointing and promoting teachers. Consequently, the PPST provides a framework and potential benchmarks for:

- developing and accrediting pre-service teacher education programs;

- the specification of courses of teacher preparation;

- undertaking a mandatory assessment of newly hired teachers at the end of a period of probation (Proficient Teacher Standards); and

- promoting teachers (Highly Proficient and Distinguished Teachers).

It should be noted however, that the specification of assessment regimes and benchmarks to determine whether teachers meet the standards at each level is outside of the functions proposed for NEAP. However, NEAP does have a role in providing the professional development that will assist teachers to address the standards at each level.

7.5.8 Recommendations

Recommendation 12

It is recommended that NEAP assume *full* responsibility for the Teacher Induction Program (TIP).

Recommendation 13

It is recommended that NEAP provide leadership in teachers' career progression against the Career Stages of the PPST in the design, development and delivery of a Career Progression Program (CPP) of professional development. The program should address professional development for:

a. newly hired teachers with 0-3 years of experience in public schools;

b. mandatory progression from Career Stage 1 (Beginning Teacher) to Career Stage 2 (Proficient Teacher); and

c. voluntary progression to Career Stage 3 (Highly Proficient Teacher) and Career Stage 4 (Distinguished Teacher).

7.5.9 Career Development and the Professional Regulation Commission

A further career development aspect concerns the Professional Regulation Council's (PRC's) requirements for teachers to undertake 45 units of recognized Continuing Professional Development every three years to renew their license. Requirements for initial and continuing education are prescribed by the Professional Teachers Board (PTB) and CPD Council for professional teachers.

The PTB and CPD Council are responsible also for the accreditation of CPD providers. In 2017, accredited CPD providers included universities, teacher organizations, DepEd Division Offices, school associations, and private provider. However, in February 2018, the PRC approved the application submitted by NEAP that DepEd be an accredited CPD provider for teachers within the Philippines. The accreditation enables schools, divisions, regional offices and central office, bureaus and services within DepEd to offer CPD for teaching personnel. The PRC also agreed that:

> Learning Action Cell (LAC) sessions, conducted in accordance with DepEd
> Order 35 s. 2016 titled The Learning Action Cell as a K to 12 Basic Education

Program Continuing Professional Development Strategy for Improving Teaching and Learning, as well as school-based training programs shall be given corresponding CPD units. In all cases, all training programs and initiatives awarded with CPD units shall take into consideration the *Philippine Professional Standards for Teachers* as reference in identifying the competency development needs of teachers. (Professional Regulation Commission, 2018)

The PRC resolution required DepEd to issue a memorandum and implementing guidelines that stipulate other mechanisms to enhance the implementation of the CPD for teachers.

7.5.10 Recommendations

Recommendation 14

It is recommended that NEAP maintain responsibility for ensuring DepEd's CPD programs continue to comply with the PRC's accreditation requirements.

Recommendation 15

It is recommended that a transformed NEAP work closely with the PRC in helping establish high-quality relevant guidelines consistent with Professional Standards. (Note: Currently, for teachers these comprise the *Philippine Professional Standards for Teachers* (PPST) new Professional Standards for school leaders are currently under development.)

7.6 Teacher Agency

7.6.1 Introduction

Throughout the interviews and FGDs participants, teacher- and principal-participants, while not using the term specifically, spoke at length about the need for a transformed NEAP to have at its core the notion of supporting and encouraging teacher agency.

There are various descriptions of teacher agency in the literature. Despite differences in emphasis they all have a focus on several fundamental points. These include:

- ownership
- empowerment
- purpose
- capacity to enhance their own skills and abilities
- capacity to help develop and improve the skills and abilities of others.

(Pegg, 2016)

Teacher agency development mirrors all learning. It:

a. builds on previous experiences and belief systems;

b. requires self-reflection and other metacognitive actions;

    c.   needs a practice environment for development and refinement; and

    d.   flourishes best when resources and structures are supportive.

Two views that resonated with the comments at the FGDs often referred to as the Ecological view (Priestly et al., 2012) in that:

> Teacher agency is

    a.   a characteristic of all people and is not innate;

    b.   a learnable skill;

    c.   a personal capacity that is dependent on social conditions; and

    d.   all teachers can develop agency in some form.

Hence, teacher agency can be developed, supported and nurtured within a system where teachers are expected to take ownership of their own learning, work together with colleagues and support colleagues in addressing common and agreed goals.

Sachs (2003, p 185):

    a.   argued any set of professional standards for teaching needs to be owned and overseen by the profession itself; and

    b.   acknowledged that conceptions of good teaching are changing, and that the knowledge and research base of teaching and learning are expanding.

In this context, the recent implementation of the PPST provides a basis upon which teacher agency can be enhanced. PPST supports this important need of teachers as it:

    a.   uses the 'voice' of the profession;

    b.   is accepted by the profession and key stakeholders;

    c.   is based on Career Stages recognising teacher quality and professionalism; and

    d.   encompasses most recent developments in the field.

Sachs (2011, p. 37) also argued for "the importance of collective and connected action, commitment to ongoing professional learning … as well as encouragement for teachers to take individual responsibility".

7.6.2   FGD Respondents and Teacher Agency

In the interviews, the personal desire of teachers to improve professionally was evident. FGDs participants noted existing platforms and mechanisms within and outside the DepEd that can help develop teacher agency. They recognized that they should take advantage of these platforms and mechanisms, and by doing so, assert the importance of 'teacher agency' in providing effecting effective professional learning. A focus on 'agency' should enable:

- teachers and principals to "help themselves" and "take their own initiatives" to pursue professional development opportunities;

- principals to be "proactive" in helping teachers grow in the profession (career stages, promotion); and

- teachers to have access to professional development opportunities, and not only those recommended by central offices, regions, divisions or schools.

7.6.3   Recommendation

Recommendation 16

It is recommended that NEAP should stress the centrality and importance of supporting teacher agency in designing, planning and delivering professional learning, and teacher agency should be an explicit element in future L&D plan and actions.

7.7   Professional Development Planning

7.7.1   Introduction

FGD participants acknowledged that teachers have either no knowledge of little knowledge of NEAP-Central, as an academy for educators or of the Training and Development (T&D) System, and its successor the Learning & Development (L&D) System.

7.7.2   The L&D System

In addition to the development of programs, NEAP should maintain its role in the development of a L&D system that enables a wide range of policy and operational units within central, regional and district offices to also develop and deliver programs. The focus of these programs needs to be on career development against professional standards.

The T&D system and its successor the L&D system set out complex processes for determining and addressing demand for professional development. The extent to which the processes are being implemented or followed was not clear from the FGD meetings. Regional personnel consulted cited the use of stakeholder feedback, e.g., survey instruments, forums and discussions, to determine demand for professional development.

Although the RPMS collects significant organizational and individual performance data, it has not to date been aggregated and analyzed for professional development planning purposes. This is planned to change in June 2018 with national data being collected from all teachers in the Philippines. BHROD is to be responsible for aggregating and analysing these data, which can be used to identify areas of training and development need.

Despite extensive collection and analysis of student outcomes data being undertaken by the Bureau of Educational Assessment, there was little evidence of the use of these data being used as proxies, or indirect indicators, to identify systemic weaknesses and teachers' development needs, and, hence, to implement targeted interventions.

There are two main reasons why a multi-faceted approach needs to be taken to professional planning. These are the need to:

- ensure professional development supports improvements in teaching and learning and hence outcomes for students specifically and the nation more generally; and

- make optimum use of limited professional development resources.

7.7.3 Recommendations

Recommendation 17

It is recommended that the Learning and Development (L&D) system needs to be reconceptualized to promote attainment of the PPST explicitly through supporting practices, such as in-school mentoring and coaching, peer observation, best practice videos and work samples. It also needs to consider the development of individualized professional development programs that can be delivered through online and distance learning modes.

Recommendation 18

It is recommended that the L&D system should set out a planning process and include mechanisms for determining and addressing the demand for professional development so as to add an alternative to addressing teacher needs by predominantly top-down and supply-driven approaches. The proposed L&D system needs to determine also the extent to which the processes are being implemented or followed.

Recommendation 19

It is recommended that consideration be given to broadening the range of data used to determine professional development needs of teachers and school leaders. New links need to be formed between the data collected by Bureaus such as the Bureau of Human Resource and Organizational Development (BHROD) and Bureau of Education Assessment (BEA), and research findings by research centers such as the Philippine National Research Center for Teacher Quality (RCTQ) to help focus NEAP planning. This involves:

a. for BHROD, the potential to collect significant organizational and individual performance data from the use of RPMS that could be aggregated and analyzed for professional development planning purposes beginning in June/July 2018 with national data being collected from all teachers in the Philippines;

b. for BEA, the use of student outcome data as proxies, or direct indicators, to identify systemic weaknesses and teachers' development needs to help in the design of targeted interventions;

c. for RCTQ, the application of the findings of the national randomized trial concerning teacher subject knowledge in the Teacher Development Needs Study to help target teacher development needs in English, Filipino, Mathematics and Science across the country.

7.8 Professional Learning and Higher Education

Given the scale of professional learning needs in large education systems, jurisdictions are encouraging the involvement of HEIs and other providers to assist in meeting demand for professional learning. There are numerous CHED-recognized COEs and CODs among higher education institutions and Teacher Education Institutions nationwide. These have the potential to contribute positively to the provision of quality professional learning at the central, regional, district and school level.

In addition, there will be a number of training institutions and organizations (training providers) that have or are in the process of acquiring a license from the Professional Regulation Commission to offer certificates in Continuing Professional Development (CPD) as requirement for the reapplication and extension of current teacher licenses every three years (per teacher). This is an area that will require quality assurance.

NEAP's role as the lead unit, attached to DepEd, would be expected to develop "competent, credible and continuously improving human resources" that are "productive and contribute significantly toward the efficient and effective delivery of quality, accessible and liberating education for all" (BHROD, Office Functions, NEAP, February 2018). With a number of recognized and/or accredited service providers from among HEIs, TEIs and other providers, it is not necessary for the DepEd (NEAP) to be the only training providers. Although NEAP we need to ensure that the what was developed and/or presented to DepEd staff was at a high quality and relevant to DepEd staff needs. The TEIs' role could be involved, under tenders from NEAP, in:

1. direct service provision for courses where the content is particular to DepEd (i.e., strategic management, career progression): (i) for higher-level DepEd personnel; or (ii) teachers at different Career Stages.

2. design and development of teacher-specific programs that could be offered by NEAP personnel and/or teachers;

3. delivery of professional development activities for teachers using a variety of modes of instruction including: curriculum-centered content, pedagogy related to specific teaching areas, assessment, dealing with student diversity, and classroom management.

While it is expected that most managerial level programs should continue to be the responsibility of NEAP, the provision of such programs need not be limited to NEAP developed programs. For Regional Directors, Assistant Regional Directors, Directors, Superintendents, and Assistant Superintendents, higher-level courses could also be developed and delivered in partnership with leading training institutes in selected topics of management such as, for example, the Asian Institute of Management, the Ateneo School of Government, the National College of Public Administration, and the Development Academy

of the Philippines, to name a few. These providers should be academic or professional institutions with government-recognized expertise and/or academic credentials, which can offer recognized certificates in accordance with specific needs of DepEd.

As part of the support for classroom teachers, NEAP should have a clear planning, development and delivery role. However, teachers could also be trained by TEIs (Teacher Education Institutions) and universities, which are recognized by CHED such as National Center for Teacher Education, the National Network of Normal Schools, Centers of Excellence (COE) or Centers of Development (COD).

NEAP should take charge of identifying the accredited institutions and acceptable courses for which teachers can apply for 'slots' to be paid for by DepEd. NEAP's role would also involve ensuring that programs meet DepEd's needs. Critical, here is the need for these courses to address the need for standards-based provision, i.e., provision against the PPST. This would be patterned after the Teachers Council of Thailand model. NEAP–ROs would be capacitated to undertake program evaluation at this level.

As a balance to the above comments about involvement of HEIs/TEIs, concerns and issues were raised in FGDs about the involvement of TEIs in professional development offerings (see 4.7.5. Numerous participants in FGDs indicated that the provision of PD by TEIs should constitute only a small part of PD for teachers. Moreover, some FGD participants strongly opposed the role of TEIs in the provision of PD at all. This opposition was grounded in the views that:

1. the perspectives, approaches and priorities of TEIs did not always align with those of DepEd;

2. as most TEIs had not embraced the PPST in their pre-service courses or programs there were issues of concern with the idea of them supporting in-service teachers in this area; and

3. foundational PD, as opposed to enhancement PD, was more necessary and important, in the short-term for DepEd.

The implication here is that careful selection and review practices will need to be established to monitor and report on the value, relevance and quality of the professional learning activities undertaken by HEIs/TEIs.

7.8.1   Recommendations

Recommendation 20

It is recommended that the role of HEIs in the professional develop of DepEd staff should be enhanced from current practice but closely monitored by NEAP staff in terms of PD focus and relevance to the needs of DepEd as aligned to and support of the PPST.

Recommendation 21

It is recommended that NEAP partner with peak HEIs/TEIs (examples include: the National Center for Teacher Education; Centers of Excellence; Centers of Development; and the National Network of Normal Schools) in the development and delivery of professional development programs. Strict guidelines and performance criteria for the development and delivery of professional development programs should be formulated by NEAP.

Recommendation 22

It is recommended that professional development programs that provide advanced knowledge and/or skills should be recognized as Continuing Professional Development and some should be recognized, under certain strict conditions, as contributing to Masters or Doctoral programs for teachers and school leaders. A working party should be convened to investigate recognition of advanced training programs in Masters and Doctoral programs. At minimum, the working party should determine:

a. the Higher Education Institutions that should be able to participate in program development and delivery;

b. the programs that can be included;

c. the maximum amount of 'credit', or equivalency, that could be awarded to a portfolio of training programs; and

d. how such arrangements can be explicitly linked to the Philippine Professional Standards for Teachers, Principal Standards or Supervisor Standards.

7.8.2 Implementation of a Transformed NEAP

The transformation of NEAP is a major reform. It is one that the Philippines needs. For this reform to be realized, and to be implemented successfully, it deserves the full backing of the DepEd leadership at the national and regional levels. With this, the reform has the best chance of success as it will have many champions.

Recommendation 23

It is recommended that the transformation of NEAP be championed though active and participatory leadership by senior DepEd personnel at the national and regional levels.

8   NEXT STEPS AND CONCLUSION

8.1   Introduction

This final Chapter provides a possible way forward once decisions are made on the Recommendations. The Chapter has five main sections. The first three Sections briefly describe: a Detailed Design Phase; a Pre-Implementation Phase; and an Implementation Phase. The last remaining two sections offer first, a transformed NEAP Implementation Recommendation, and second, final brief comments to conclude the Report.

8.2   Detailed Design Phase (September – November; 3 months)

Subject to their acceptance, the Recommendations become the building blocks for the Detailed Design Phase.

The first step is to establish an Implementation Task-Force. This body should be of a modest size (say 10 to 15 persons) and should work in an collaborative advisory way with a small dedicated team selected to produce the Detailed Design Phase Report. The Implementation Task-Force should be made up of selected senior staff members of DepEd:

- senior executive staff of DepEd Central Office;

- Directors of NEAP and BHROD; and

- two Regional Directors.

They should be joined by at least two external consultants and two members of the research team. There should be a small dedicated secretariat comprising research team members, external consultants and DepEd personnel seconded to the task.

Funding is needed for the Activity that would take approximately two-to-three months, with a detailed design phase report being completed by October/November, 2018.

The expected Outcomes of the Detailed Design Phase include determination of:

a. the scale of NEAP-CO and NEAP-RO, in terms of the number of dedicated staff;

b. the position titles and position levels of staff appointed to NEAP-CO and NEAP-RO;

c. the role descriptions of the staff to be employed;

d. the nature of the impact, if any, of the staffing of NEAP on other DepEd Bureaus or Regional Offices in terms of their staffing, structures and outcomes;

e. the funding needed and identification of where these funds might appropriately be sourced;

f. the location of NEAP–CO and an indication of establishment needs and associated costs;

g. the location of NEAP-ROs and an indication of establishment needs and associated costs;

h. a communication strategy and plan; and

i. other relevant outcomes.

The milestones would involve:

a. an initial design plan based on the approved Recommendations;

b. the preparation of design questions and identification of persons, or groups of persons, to address these questions;

c. submission of a draft Design Report; and

d. submission of the final Design Report to the Secretary and Execom.

8.3   Pre-implementation Phase (January – March; 3 months)

A Pre-implementation Phase will utilise those outputs that have been approved in the Detailed Design Phase. The purpose of this Phase is to carry out the necessary background work prior to the start of Implementation. It is anticipated the full Implementation will be staggered as different units/divisions and staff are established, and it is likely that the Pre-Implementation Phase would overlap with the Implementation process.

Key activities of the Pre-implementation Phase include:

a. drafting and dissemination of signed (by the DepEd Secretary) DepEd Order on NEAP Transformation;

b. advertising and recruiting senior positions;

c. identifying the staffing positions within Bureaus and HRDD units to be transferred into NEAP-CO and NEAP-ROs, and advertising and recruiting additional staff;

d. advertising and recruiting staff to take up positions in NEAP–CO and NEA–RO;

e. establishing building and office space both centrally and in the Regions;

f. procuring furniture;

g. resourcing computers and IT infrastructure;

h. establishing IT, Finance and Administration Offices; and

i. other relevant actions.

8.4   Implementation Phase (April 2019 – December 2020; 18 months)

It is expected that the Implementation time-line will be phased. However, it is conceivable that with a focused timeline for the Detailed Design Phase and the Pre-Implementation Phase, the Transformed NEAP could be operational, in part, by April 2019.

8.5 Transformed NEAP Implementation Recommendation

Recommendation 24

It is recommended that the following actions be undertaken on acceptance of Recommendations. These actions are to establish:

1. an *Implementation Task-Force*. This body should be of a modest size (say 10 to 15 persons). In addition, there should be a small dedicated secretariat comprising research team members and DepEd personnel seconded to the task. The purpose is to produce a Detailed Design Phase Report to include determination of:

    i.   the scale of NEAP-CO and NEAP-RO, in terms of the number of dedicated staff;

    ii. the position titles and position levels of staff appointed to NEAP-CO and NEAP-RO;

    iii. the role descriptions of the staff to be employed;

    iv. the nature of the impact, if any, of the staffing of NEAP on other DepEd Bureaus or Regional Offices in terms of their staffing, structures and outcomes;

    v.   the funding needed and identification of where these funds might appropriately be sourced;

    vi. the location of NEAP–CO and an indication of establishment needs and associated costs;

    vii. the location of NEAP-ROs and an indication of establishment needs and associated costs;

    viii. a communication strategy and plan; and

    ix. other relevant outcomes.

2. a *Pre-Implementation Phase*. Key outcomes would include:

    i.   drafting and dissemination of signed (by the DepEd Secretary) DepEd Order on NEAP Transformation;

    ii. advertising and recruiting senior positions;

    iii. identifying the staffing positions within Bureaus and HRDD units to be transferred into NEAP-CO and NEAP-ROs, and advertising and recruiting additional staff;

    iv. advertising and recruiting staff to take up positions in NEAP–CO and NEA–RO;

    v.   establishing building and office space both centrally and in the Regions;

    vi. procuring furniture;

      vii.   resourcing computers and IT infrastructure;

     viii.   establishing IT, Finance and Administration Offices; and

      ix.   other relevant actions.

3. an *Implementation Phase Time-line*. This will guide the transformed NEAP to be operational, in part, from April 2019 with full functioning established prior to December 2020.

8.6 Conclusion

This Report outlines a proposed system to support the National Educators Academy of the Philippines (NEAP) in executing its function as the principal agency for the professional development of teachers and other teaching-related personnel in the Philippines.

The proposed integrated system will enable NEAP to strengthen schooling at a national level through the planning and delivery of professional development activities for teachers and school leaders and other teaching-related personnel. These activities will be informed by empirical evidence concerning the professional learning needs of teachers in government schools in the Philippines.

The *Professional Standards for Teachers* (PPST), which recognizes growth in teachers' professional capacity and supports the K to 12 curriculum reform agenda, underpins the proposed system for the professional development of teachers. The Professional Standards will assist NEAP to conceptualise and focus the design and deliver in-service professional development, and through integrated monitoring and evaluation procedures, provide for accountability.

Finally, the annual appropriation for professional learning represents a significant investment by government in improving teacher quality through in-service development. It is appropriate, therefore, to ensure that the available funds are expended efficiently and that they contribute in the longer run to improvements in school effectiveness leading to greatly-improved student-learning achievement.

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APPENDIX A: EXPANDED SYNOPSES PERTAINING TO THE DEVELOPMENT OF NEAP IN OFFICIAL DOCUMENTS

Expanded synopses are provided for key official documents that directly or indirectly shaped the development of NEAP. Many of the official documents listed are wide-ranging and only those aspects that are relevant to the development of NEAP are mentioned in the synopses.

Letter of Instructions No. 1487: Institutionalizing a Revitalized Program of Teacher In-service Training in the Public Schools

The need for a continuing program of teacher training and improvement to maintain and improve the quality of education in public schools was articulated in 1985 after a period of rapid expansion in public education. Letter of Instructions (LOI) 1487 acknowledged that the then Ministry of Education, Culture and Sports (MECS) had initiated steps to improve school curricula, develop instructional materials, and reorient and retrain teachers through seminar-workshops and Learning Action Cells (LACs).

LOI 1487 ordered and instructed, among other things, the establishment of:

- a National Education Learning Center (NELC) to monitor developments in the field and coordinate with the Ministry staff bureaus to develop curricular and pedagogical training programs, and offer summer training programs in the field of educational innovation and management;
- a Regional Education Learning Center (RELC) in each region to undertake the actual training activities for participants from the various schools divisions within the Region, particularly District Supervisors and Principals; and
- Decentralized Learning Resource Centers, where school teachers can be trained by those who have undertaken training at RELCs and NELC. (Section 6)

DECS Order No. 30, s. 1987: Guidelines for the Effective Utilization of the Regional Educational Learning Center (RELC)

DECS Order No, 30, s. 1987 specified the vision that RELCs were "to meet the educational needs of school officials and teachers in the region in regard to educational innovations and program implementation" (p. 1); acknowledged the establishment of 13 RELCs in line with the Program for Decentralized Educational Development (PRODED) objectives; and formulated guidelines concerning their:

- organization and staffing;
- physical structure and resources;
- funds for maintenance/operation; and
- management of programs and activities.

The guidelines were formulated to promote "effective management and maximum utilization of the RELCs" (p. 1). The Order specified that programs and activities shall include

training and development programs, instructional materials development, research and planning and other related educational activities, each of which could be initiated or conducted by the Region, division offices, or private organizations. The Order also specified that activities in the RELC shall be monitored by the Regional and Central Office staff and that reports on the conduct of RELC programs shall be submitted to the Regional Office and the Bureau of Elementary Education, MECS, Manila.

Administrative Order No. 282: Renaming the National Educational Learning Center as the National Educators Academy of the Philippines and for other purposes

Signed by
then President Corazon C. Aquino and Executive Secretary Franklin Drilon, Administrative Order No. 282, 17 May 1992, ordered that the National Education Learning Center (NELC) be renamed as the 'National Educators Academy of the Philippines' and that, in addition to the existing functions of the former National Education Learning Center, NEAP shall have six (6) objectives:

a. To provide continuing strategic human resource development programs for school managers and leaders within the context of emerging legitimate demands on scarce human and material resources;

b. To promote synergetic partnerships and linkages with centers of excellence locally and internationally, from government and non-government sectors;

c. To develop programs that address career planning and pathing for potential education managers and leaders;

d. To promote intellectual inquiry into non-traditional and innovative alternatives and strategies in educational management;

e. To serve as a venue and a forum for individual and institutional academic exchange; and

f. To initiate an assessment and evaluation mechanism to ensure the sustenance of quality development, recruitment, selection and promotion. (p. 2)

AO No. 282 also ordered that the organizational structure and staffing pattern of NEAP shall be provided from the existing personnel complement of DECS, through staff redeployment and secondment from other DECS offices, and that the personnel of the Staff Development Division of the Human Resource Development Services of DECS under the Office of the Assistant Secretary for Human Resource Development shall constitute the initial staff complement of the Academy.

AO No. 282 also ordered that the components of NEAP be modified to include:

a. Research and Program Development; and
b. Training and Materials Development.

DECS Order No. 63, s. 1992: The National Educators Academy of the Philippines

Signed by Secretary Isidro D. Cariño, DECS Order No. 63, s. 1992 disseminated information in Administrative Order No. 282 to: 1) Bureau Directors; 2) Regional Directors; 3) School Superintendents; 4) Presidents, State Colleges and Universities; and 5) Vocational School Superintendents/Administrators/Principals.

Republic Act No. 7784: An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose of Appropriating Funds Therefor, and for Other Purposes

RA No. 7784 created the Teacher Education Council and specified the powers and functions of the Council, which included "design[ing] collaborative programs or projects that will enhance pre-service teacher training, in-service training, re training, orientation, and teacher development" (Section 7f).

Following its creation, the Teacher Education Council nominated Teacher Education Centers of Excellence from existing public and private institutions.

DECS Order No. 66, s. 1996: Reassignment of Personnel to NEAP

DECS Order No. 66, s. 1996 specified supervisors to be assigned to be assigned to NEAP for a period of 3 months. The supervisors were tasked with:

- conceptualising and developing programs in response to assessed training needs in the regions; and
- developing training packages for specific programs for national implementation.

Following the 3-month assignment, it was expected that the supervisors would organize a NEAP branch in their respective regions and serve as the core trainers.

DECS Order No. 25, s. 1997: Constituting the Advisory Council of National Educators Academy of the Philippines

DECS Order No. 25, s. 1997, constituted the Advisory Council of the National Educators Academy of the Philippines to be chaired by the Secretary of the Department of Education, Culture and Sports. It specified that the role of the Advisory Council was to determine the policy framework and set the program direction by which NEAP may best respond to the demand for professional competence, as well as management and leadership excellence in the community prescribed by Administrative Order No. 282.

In addition, DECS Order No. 25, s. 1997:

- identified NEAP as the institution in DECS responsible for providing and managing further education and training opportunities and enabling compliance by all private

and public school teachers with the "Continuing Professional Education (CPE)", which had been made requisite for license renewal;

- specified the establishment of a NEAP Office at the Central Office of the DECS and NEAP Zonal Offices in Baguio City, Cebu City and Davao City; and

- specified that Undersecretary Erlinda C. Pefianco exercise supervision over the National Educators Academy of the Philippines (NEAP) on behalf of the Secretary.

Republic Act No. 9155, Governance of Basic Education Act of 2001

RA 9155 renamed the Department of Education, Culture and Sports as the 'Department of Education' and outlined the framework for the governance of basic education. The governance framework specified the staffing pattern and associated authority, accountability and responsibility of roles at the national, regional, division, schools district, and school levels.

DepEd Order No. 30, s. 2009: National Adoption and Implementation of the Training and Development (T&D) System, and Designating the National Educators Academy of the Philippines (NEAP) as the Interim Agency Responsible for the Operationalization of the T&D System

DepEd Order No. 30, s. 2009 designated the National Educators Academy of the Philippines (NEAP) as the interim agency responsible for the general operationalization of the Training & Development (T&D) System in coordination with the bureaus, regions, divisions and schools. The order further specified that Central NEAP shall be supported by the Bureaus, HRD-SDD, HRMD and TEC as a national working group.

DepEd Order No. 111, s. 2009: Establishment of the National Educators Academy of the Philippines in the Region

DepEd Order No. 111, s. 2009 established the National Educators Academy of the Philippines (NEAP) in the Region 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.* (p. 2)

RELC facilities were re-named 'NEAP in the Region-R' and existing RELC facilities were "transferred and converted under the supervision and ownership of NEAP in the Region" (p. 5).

Establishing NEAP in the Region involved clear and detailed specification and delineation of roles and responsibilities of Central NEAP and NEAP in the Region, which was supported by *Framework and Guidelines for the Establishment of NEAP in the Region: Manual* (DepEd, 2009).

DepEd Order 32, s. 2010: National Adoption and Implementation of the National Competency-Based Standards for School Heads

DO 32, s. 2010 stipulated that the National Competency-Based Standards for School Heads (NCBS-SH):

- shall be used as the basis for comprehensive training and development; and

- can be used as the basis for qualifying examination and other screening activities relative to promotion and succession training.

The Order also specified that:

> *Regional Directors through the Training and Development Teams of the NEAP in the Region (REAP-R) shall manage the distribution and orientation of the adoption of the NCBS-SH of the divisions within their jurisdiction. Monitoring and evaluation and shall be conducted by the Quality Assurance and Monitoring Evaluation and Accreditation (QA-ME-A) Team of the NEAP–R.* (p. 1)

DepEd Order 32, s. 2011 Policies and Guidelines on Training and Development (T&D) Programs and Activities

DO 32, s. 2011 defined T&D as "the process by which an organization or institution provides professional development activities to enhance individuals with knowledge, skills and attitudes to enable them to perform their functions effectively" (p. 1). The Order also specified the types of activities that could be classed as T&D: trainings, seminars, workshops, conferences and job-embedded learning.

Achievement of the Education for All (EFA) and Millennium Development Goals by 2015 was identified as the major driver for training and development at Central, Region, Division, District and School levels. Consequently, the Order specified that T&D activities were to be integrated into the Master Plan for Professional Development (MPPD) at each level. The Order further delineated the main functions, responsibilities and target audiences at each level, and differentiated DepEd personnel as either 'teaching' or 'non-teaching'.

The Order specified that training should be standards-based and reference was made to credit programs and degree programs. Long- and short-term trainings were delineated. Long term trainings were described as Degree or Non-Degree Programs, which can be completed within six months to three years. These included credit-courses and graduate degree programs offered by TEIs or COEs, SEAMEO INNOTECH, among others.

The Order specified the implementation of differentiated T&D activities at each level. Specifically, at the:

- school level, T&D activities:

- o shall include trainings, workshops and conferences based on the teacher's Individual Plan for Professional Development (IPPD); and

- o must be consistent with the School's Plan for Professional Development (SPPD) integrated in the Schools Improvement Plan (SIP)

- division level, T &D activities:

  - o shall be conducted to respond to competencies of the DO target personnel including those of school staff that cannot be addressed at the school level; and

  - o must be consistent with the District Office Master Plan for Professional Development (DO-MPPD)

- regional level, T&D activities:

  - o shall be conducted to respond to the competencies/needs of the RO target personnel including those of division staff that cannot be addressed at the division level; and

  - o must be consistent with the Regional Office Master Plan for Professional Development (MO-MPPD)

- central office level, T&D activities:

  - o shall be conducted to respond to the competencies of the CO target personnel including those of regional staff that cannot be addressed at the regional level; and

  - o must be consistent with the Central Office Master Plan for Professional Development (CO-MPPD).

Further, The Order specified that "**Central Office** may conduct T&D activities directly to teachers, school heads, and education supervisors of the regional, division and district levels and non-teaching personnel only on the following conditions:

a) **policy or standard setting or program implementation**;

b) **modeling**;

c) **training of trainers (TOT)**; and

d) **piloting of new programs and approaches**" (p. 4, emphasis in original, formatting adjusted).

The Order also specified that:

- NEAP, in collaboration with SDD-HRDS, and other designated offices under the Office of the Secretary for Programs and Projects, shall:

  - o "manage the development and implementation of the training plan for school heads and supervisors following the curriculum content or specifications incorporated in the CO-MPPD" (p. 5); and

- o "be the lead office in planning and managing the provision of the capability building programs at the central and regional levels" (p. 6);
- Regional Offices "shall be responsible for the capacity building of the Division and School T&T Implementers" (p. 6); and
- SDD-HRDS "shall coordinate the conduct of training for **non-teaching** personnel" (p. 5, emphasis in original).

DepEd Order 97, s. 2011: Revised Guidelines on the Allocation and Reclassification of School Head Positions

DO 97, s. 2011 specified that NEAP shall, in close association with SDOs and ROs, administer the qualifying process for interested applicants to Principal I positions and issue Certificates of Eligibility to qualified applicants. The qualifying process included a written examination and a Basic Training Course for Head Teacher I.

Republic Act 10533: An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes

Otherwise known as the 'Enhanced Basic Education Act of 2013, RA 10533 stipulated, among other things, that "the DepEd and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs, as specified:

a) *In-service Training on Content and Pedagogy — Current DepEd teachers shall be retrained to meet the content and performance standards of the new K to 12 curriculum and that DepEd shall ensure that private education institutions shall be given the opportunity to avail of such training.*

b) *…*

c) *Training of School Leadership. — Superintendents, principals, subject area coordinators and other instructional school leaders shall likewise undergo workshops and training to enhance their skills on their role as academic, administrative and community leaders"* (Section 7).

DepEd Order 43, s. 2013: Implementing Rules and Regulations (IRR) of Republic Act No. 10533 Otherwise known as the Enhanced Basic Education Act of 2013

DO 43, s. 2013 circulated Implementing Rules and Regulations (IRR) for Republic Act 10533: Enhanced Basic Education Act of 2013. The IRR included, among other things, instructions on:

- in-service training on content and pedagogy,
- training of new teachers,
- training of school leadership, and

- training of Alternative Learning System (ALS) coordinators, instructional managers, mobile teachers and learning facilitators.

The IRR stated that the "DepEd shall ensure that private educational institutions shall be given the opportunity to avail of [in-service training on content and pedagogy]" (p. 4).

DepEd Order 52, s. 2015: New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education

Based on the DepEd Rationalization Plan that was approved on November 15 2013, DO 52, s. 2015 specified the rationalized structure and staffing pattern of offices at the central, regional and schools division levels. This effected changes for Central NEAP and NEAP in Region. At the:

- **central level**, bureaus within NEAP were merged to form the Professional Development Division and the Quality Assurance Division, and Central NEAP was situated within the Governance and Operations Strand of Central Office;

- **regional level**, NEAP in the Region became part of the newly created Human Resource Development Division; and

- **Schools Division level**, the Human Resource Development Section was placed under the Schools Governance and Operations Division.

DepEd Memorandum No. 118, s. 2016: Operational Guidelines Pending Appointment of Undersecretaries and Assistant Secretaries

DM 118, s. 2016 submitted nominees for the positions of Undersecretaries and Assistant Secretaries to the President and Central NEAP was moved from the Governance and Operations Strand to the Curriculum and Instruction Strand. Consequently, NEAP reported to the Acting Undersecretary of the Curriculum and Instruction.

DepEd Order No. 29, s. 2017: Policy Guidelines on System Assessment in the K to 12 Basic Education Program

DO29, s. 2017 articulated, among other things, "the roles, functions and accountabilities of DepEd CO bureaus and services involved in carrying out an integrative approach to system assessment" (p. 5).

The roles, functions and accountabilities assigned to Central NEAP highlighted the design and evaluation of professional development based on or in response to educational assessment data. Such roles, functions and accountabilities included:

1. Evaluates the relevance of training programs in improving management, supervisory and instructional practices.

2. Designs seminars, trainings and workshops to keep education practices abreast with current trends in education/international market for continuous development.

3. Evaluates education managers' qualification and experience as inputs to designing training programs.

4. Evaluates the quality of school-based management.

5. Aligns teacher preparation and continuous professional development. (p.5)

The roles, functions and accountabilities assigned to the Bureau of Learning Delivery also included a professional development dimension: BLD "designs a teacher training program based on assessment results" (p. 5). A professional development dimension was also articulated for other CO support offices. Whilst specific offices were not identified, it was specified that they would "design needs-based training programs for nonteaching personnel" (p. 7).

The roles, functions and accountabilities related to DepEd CO bureaus and services involved the design and/or evaluation of professional development activities based on or in response to data collected by the Bureau of Educational Assessment. They did not include the conduct of professional development activities.

DepEd Order 42, s. 2017 National Adoption and Implementation of the Philippine Professional Standards for Teachers

DepEd Order 42, s.2017 ordered that the Philippine Professional Standards of Teachers (PPST) "shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program" (p. 1). The Order also specified that "regional offices shall be supported by their training and development personnel to organize and orient all schools divisions within their jurisdiction for the PPST" (p. 2).

DepEd Order 43, s. 2017: Teacher Induction Program Policy

DepEd Order 43, s.2017 issued the Teacher Induction Program Policy on the implementation of the Teacher Induction Program (TIP). Drawing on Republic Act 10533 and Republic Act 10533 as warrants for the TEC's role in teacher training, the TIP Policy outlined the Rationale, Scope, Conceptual Framework, Policy Statement, Procedure, and Monitoring and Evaluation of the TIP Policy. The Procedure outlined, among other things, the Modules that are to be undertaken by newly-hired teachers and the Roles and Responsibilities for implementation at CO, RO, SDO and school levels.

DepEd Memorandum: Compendium of DepEd Office Functions and Job Descriptions

The unnumbered Memorandum informed DepEd offices of the compendium of Office Functions and Job Descriptions released by the Bureau of Human Resource and Organizational Development (BHROD). The compendium articulates Statements of Purpose, Outcomes, KRAs, KPIs and Outputs for each Office.

APPENDIX B: EXTENDED TABLE FOR 2018 PROFESSIONAL DEVELOPMENT FUNDS

Table B–1: Extended Table for 2018 Professional development funds managed and remitted through BHROD by Office and Program

Division	Unit	Program	Amount (PhP)
Administrative Services	Asset Management Division	Capacity Building for Regional and Division Supply Officers	2,892,500
		Seminar Workshop for DepEd Field Inspectorate Team	5,118,900
		Training of Inspectorate Team in the Central Office	502,200
	Cash Division	Capacity Building for Cashiers & Special Disbursing Officers in COROSDOs & Selected IUs	9,050,300
	Office of the Director	Continuing Capacity Building for Administrative Officers in RO & SDO	3,554,400
	Records Division	Capacity Building Seminar of COROSDOs Administrative Officers and Records Custodians on Records Management	7,201,892
		Professional and Technical Enhancement	245,100
Sub total			**28,565,292**
Bureau of Curriculum Development	Curriculum Standards Development Division	Leadership Training for Education Managers	1,256,400
		Training on Admin and Finance	656,400
		Training on Curriculum Development	460,800
		Training on Program Management	1,968,000
Sub total			**4,341,600**
Bureau of Human Resource & Organizational Development	Employee Welfare Division	Capacity Building Workshop/ Mid-Year Strategic Planning & Performance Review	500,000
		Capacity Building Workshop/ Year-End Assessment and Evaluation	500,000
		Holistic Wellness Program for DepEd Employees	12,000,000
		National Training of Trainers on Financial Literacy Program	4,400,000
	Human Resource Development Division	2018 Principal's Test	7,990,340
		Competency Modelling	2,803,840
		Human Resource Symposium (Capacity Building for HR Practitioners)	1,406,000

Division	Unit	Program	Amount (PhP)
		Recruitment, Selection, Placement, and Induction Policy Training	9,431,190
		Regional Training of Trainers on the Results-Based Performance Management System for Teachers and School Heads	14,338,000
		Results-Based Performance Management System - *Philippine Professional Standards for Teachers* Alignment	4,466,400
		Results-Based Performance Management System Policy Revision	7,430,000
		Talent Management System	2,875,420
	Office of the Director	Mid-Year Evaluation and Plan Adjustment Workshop	1,093,100
		DepEd School-Centered Organizational Review	6,245,980
	Organization Effectiveness Division	Implementation Program of the Proposed Rationalized Structure and Staffing Pattern of Pilot Schools	3,008,600
		OED Midterm Planning Workshop	256,800
		OED Year-end Planning Workshop	242,800
		Organizational Development Technical Assistance	75,600
		Region VIII ISO Certification	2,500,000
		Agency Stakeholders' Linkages	333,000
		Capacity Building for Personnel Officers	3,820,500
	Personnel Division	Employee Relations (Alternative Dispute Resolution)	1,782,000
		Enterprise-Human Resource Information System	2,674,200
		Performance-Based Bonus for CY 2017	3,973,200
	School Effectiveness Division	Capacity Building on School Governance	13,262,300
		School Monitoring on the Implementation of SGC	227,400
		Kapihan Sessions	453,600
	Human Resource Development Division - Fund Management	Learning & Development Training Manual	12,000
		Monitoring & Evaluation Workshops	1,396,000
		OPDNSP Kick-Off	218,000
		OPDNSP PIR	211,200
	Human	7 Habits of Highly Effective	805,900

Division	Unit	Program	Amount (PhP)
Resource Development Division - Centralized		Government Leaders	
		Enabling LAC	3,132,000
		LAC Coaching for Leaders	343,600
		LAC Sessions for Offices	4,680,000
		Leadership & Management Certification Program (CPro)	437,000
		Learning Action Cell (LAC) Training	9,309,500
		Learning Mindset	16,942,000
		Performance Coaching & Mentoring	3,838,400
		Presentation Skills Training Workshop	6,822,000
Sub total			156,237,870
Bureau of Learning Delivery		Office of the Director	2,527,000
		Mid-year Assessment and Planning Workshop for 3rd and 4th Quarter of FY 2018	842,100
		Year-end Assessment and Planning Workshop for FY 2019	1,684,900
Sub total			2,527,000
Information and Communication Technology Service	Office of the Director, Technology Infrastructure Division and User Support Division	The Dynamic Admin Professional: Essential Skills for Support Professionals	60,000
	Solutions Development Division	Software Engineering (SE)	18,000
		Software Quality Assurance (SQA)	9,000
	Solutions Development Division, Technology Infrastructure Division and User Support Division	Managing Millenials: Maximizing Productivity and Engagement	60,000
		Technical Writing	64,000
	Technology Infrastructure Division	ICT for Disaster Risk Reduction, Climate Change, Green Growth and Sustainable Development (IDCG)	7,500
	Technology Infrastructure Division and User Support	Advance PhP-MySQL	16,000

Division	Unit	Program	Amount (PhP)
	Division		
	User Support Division	ICT Development Essentials for Government Managers	15,000
		Software Testing (ST)	18,000
		Training on Digital Literacy for DepEd Non-Teaching Personnel	6,268,500
	Sub total		6,536,000
NEAP	Sub total		7,500,000
Office of the Assistant Secretary for Procurement and Project Management Service		Capacity Building on Effective Office Administration	200,000
		Planning on Prospective Programs and Activities for FY 2018-2019	400,000
	Sub total		600,000
Office of the Secretary		Basic Training on Assessment and Management of Drug Dependents for DepEd Medical Officers	6,384,000
		Capacity Building of FOI Committee, Receiving Officers and Decision Makers at Select Regions/Divisions/Schools	7,419,000
		Intensive Training on Procurement	561,800
		Project Management Course	290,600
		Public Service Ethics and Responsibility Seminar	561,800
		Training on Organizational Communication	324,500
		Training on Secretariat Work for ExeCom	290,600
		Training/Seminar on Records Organization and Management	381,000
		Workshop on Developing Effective Work Teams	561,800
	Sub total		16,775,100
Office of the Undersecretary for Administration	Central Security and Safety Office	Capacity Building on Basic Investigation and Document Security Seminar	240,250
		Capacity Building on Basic Life Support Training and Seminar	195,250
		Capacity Building on Dry Run on Camp Defense Plan	19,000
		Capacity Building on Marksmanship Training	76,900
	Office of the	Capacity Building on basic and	862,000

Division	Unit	Program	Amount (PhP)
Office of the Undersecretary for Finance - Budget and Performance Monitoring	Undersecretary for Administration	Intermediate DRRM best practices	
		Capacity Building on Basic and Intermediate Engineering Best Practices	619,000
		Capacity Building on Enhanced Administrative and Hospitality Skills	301,000
	Sub total		2,313,400
		Attendance to External Training	46,000
	Sub total		46,000
Office of the Undersecretary for Legal Affairs		Cybersafe Project Orientation-Training on Cybersafety in Schools (NCR)	398,900
		Cybersafe Project Orientation-Training on Cybersafety in Schools (Region II)	608,600
		Cybersafe Project Orientation-Training on Cybersafety in Schools (Region III)	484,600
		Cybersafe Project Orientation-Training on Cybersafety in Schools (Region VII)	1,056,100
		Cybersafe Project Orientation-Training on Cybersafety in Schools (Region XI)	1,118,100
		Cybersafe Project Orientation-Training on Cybersafety in Schools (Region XIII)	1,259,600
		Cybersafe Project Pilot-Testing of the E-Learning Course	57,800
		Cybersafe Project Pre-Implementation Workshop of the Cybersafety in Schools	152,600
		Cybersafe Project Strategic Planning for the Cybersafety Project Management Team	277,500
		Cybersafe Project Workshop on the Development on the Cybersafe E-Learning Course	515,000
		Orientation-Training on the Revised Manual of Regulations for Private	1,033,500

Division	Unit	Program	Amount (PhP)
		Schools (Luzon Cluster)	
		Orientation-Training on the Revised Manual of Regulations for Private Schools (Mindanao Cluster)	1,036,500
		Orientation-Training on the Revised Manual of Regulations for Private Schools (Visayas Cluster)	953,500
Sub total			8,952,300
Planning Service	Education Management Information System Division	Capacity Building for DepEd SEPs for Planning	6,696,000
		Capacity Building for EMIS Personnel Phase 1	432,000
		Capacity Building for EMIS Personnel Phase 2	432,000
		Downloading of Funds to SDOs re: Training on Data Management to Schools	5,062,000
		Regional Orientation of RPOs (PPRD) re: Functionality of LIS and EBEIS	359,000
		School Readiness Conference and Cluster Orientation	4,586,000
		Training on Data Management	4,893,000
	Planning and Programming Division	Capacity Building on Medium Term and Operational Planning vis-a-vis PMIS	16,308,600
		Capacity Building on Planning and Budget Strategy Policy (PBSP Roll Out)	48,925,800
		Planning and M&E Principles, Budget and Accounting Policies	4,874,000
		Program Management Information System	39,778,400
	Policy Research and Development Division	Capacity Building on M&E	2,985,000
		Capacity Building on Policy Formulation and Analysis	2,985,000
Sub total			138,316,800
Procurement Management Service		Office of the Director	2,178,000
		Attendance to Public Procurement Specialist Certification Course by GPPB-TSO & UP NEC	846,000
		Capacity Building for Procurement Coordinators at DepEd CO	1,332,000
Sub total			2,178,000
Public Affairs		Consultative Meeting with Regional	110,000

Division	Unit	Program	Amount (PhP)
Service - Communications Division		Information Officers	
		Seminar/workshop on Public Affairs for Regional Information officers and Division Information Officers	2,140,000
		Year-end Assessment with Teambuilding of Regional Information Officers	447,200
		Sub total	**2,697,200**
		Grand Total	**377,586,562**

APPENDIX C: LIST OF ALL RECOMMENDATIONS

Recommendation 1

It is recommended that NEAP be re-constituted as an *attached* agency within DepEd with a direct line of management to the Secretary. The various components of NEAP (NEAP–CO, NEAP–RO), a presence at the Division level, and the regional training facilities, should have clear reporting lines by being unified in a vertically-integrated organization. Figure C–1

Recommendation 2

It is recommended that Regional NEAP Offices (NEAP–RO) be established in all Regions and that NEAP–RO should be physically separated from and staffed independently of HRDD (Figure C–2). NEAP–RO personnel would report to the Regional Director and coordinate with the Director – NEAP in Regions, at NEAP–CO, who, in turn, would report to the Head of NEAP–CO.

Recommendation 3

It is recommended that NEAP have the capacity to undertake and foster research to support its activities, and to increase research-based knowledge and practice, both within NEAP and more widely across personnel from Central Office, Regions, Divisions, Districts and schools.

Recommendation 4

It is recommended that the structure of NEAP-CO could involve seven Offices (Figure C–2). These are:

Office of the Dean/Chief Executive Officer, which concerns Executive Support and Policy Formation, and acts as the secretariat for an Executive Board and the Advisory Council.

NEAP in the Regions Office, which ensures a two-way flow of information policy to and from NEAP–CO and NEAP–RO concerning all aspects of NEAP's work such as the design, development and delivery aspects of NEAP programs as well as NEAP staff development.

The following Offices comprise two Divisions each.

Education Programs Office, which comprises two Divisions: (i) *Career Progression Division* focused on Teacher Induction, Career Stage development – at Proficient Teacher, Highly Proficient Teacher, Distinguished Teacher, Professional Development of Executives and Other Instructional Personnel; and (ii) *Focus Programs Division*, which addresses, for example, Subject Areas Content and Pedagogy, Gender and Development, Learner Diversity, Alternative learning System.

Program Delivery Office, which comprises two Divisions: (i) *Online and Materials Division,* focused on Online programs, Distance Education Programs, Clearinghouse, Material Development; and (ii) *Training Division* focused on Coaching, Mentoring, Training of Trainers.

External Liaison Office, which comprises two Divisions: (i) *Stakeholder Relations Division,* focused on Liaison with DepEd, TEIs, PRC, Equivalency recognition, CPD; and (ii) *Events Coordination Division,* which develops links with local and foreign organisations.

Research Office, which comprises two Divisions: (i) *Research Division*; and (ii) *Planning and M & E Division*.

Administration Office, which comprises two Divisions: (i) *Administration and Finance Divisio*n; and (ii) *ICT Unit* focused on Data Services and Web Content.
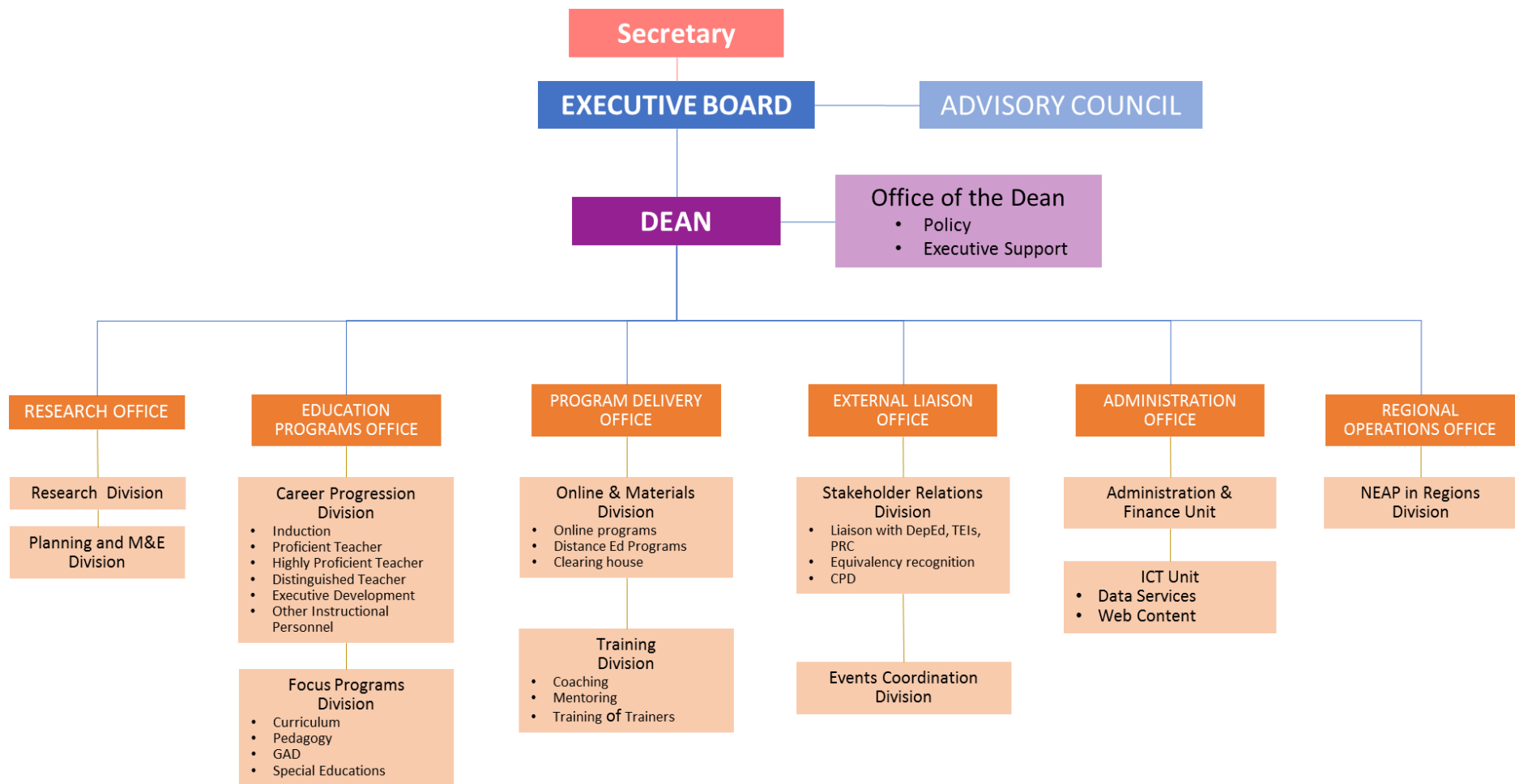
Recommendation 5

It is recommended that Bureau of Human Resource and Organizational Development (BHROD) and its regional counterpart, the Human Resources Development Division (HRDD), be responsible for the provision of the professional development needs through the overall design, development and delivery of programs supporting:

(i) non-Teaching/Administrative Personnel. Note: certain courses could be delivered in-house by BHROD or HRDD whereas other more specialized courses (e.g., procurement) could be outsourced to accredited training institutions; and

(ii) the application of the Results-based Performance Management System (RPMS). Note: there would be strategic alignment between BHROD and a transformed NEAP, especially in relation to those policies that focus on teacher assessment, employment, promotion and rewards.

Recommendation 6

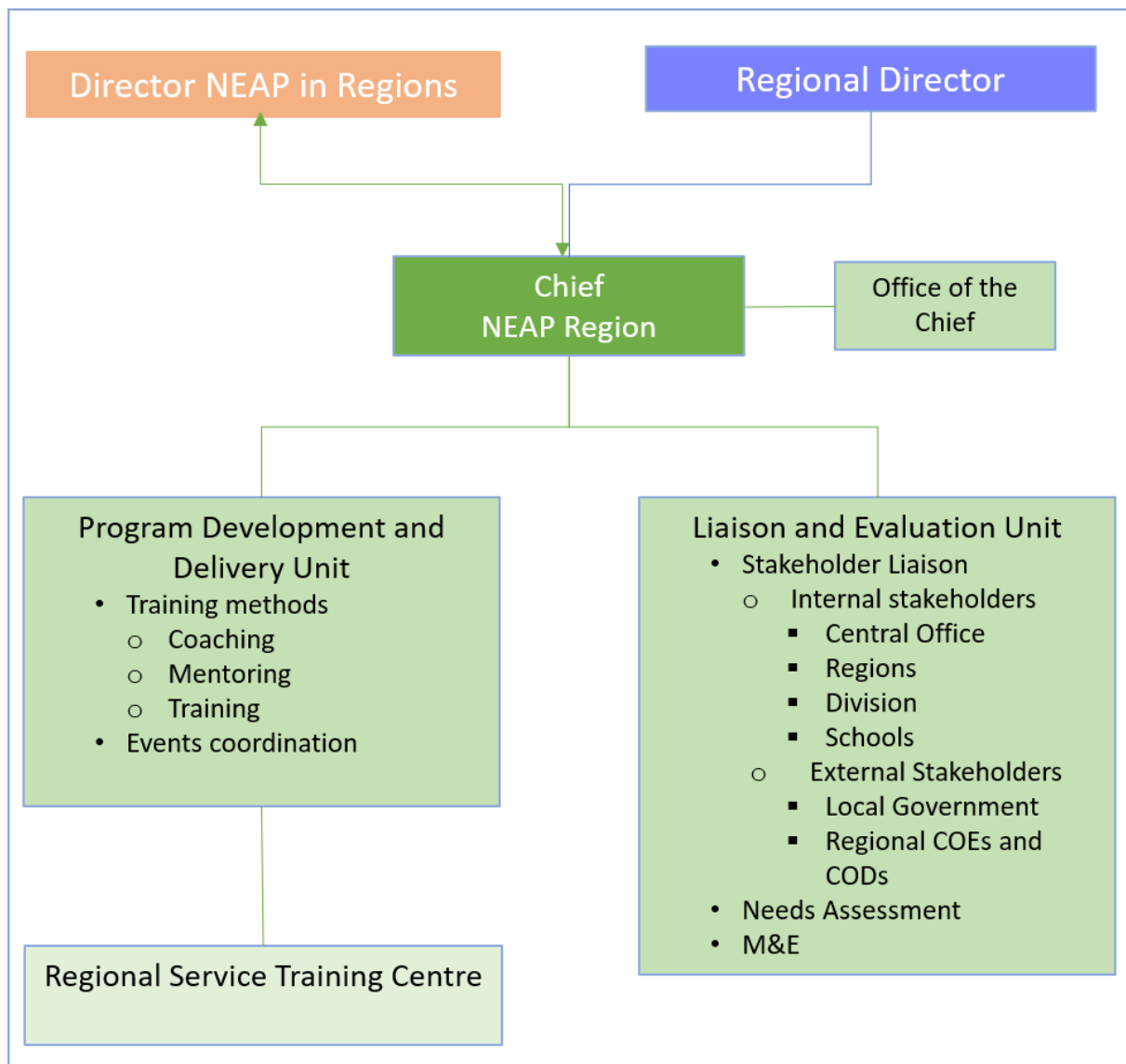It is recommended that

a. a role title of 'Dean' (or equivalent) with the rank of an Assistant Secretary be used for the head of NEAP–CO, suggesting an academic, data-informed, research-driven basis guiding the directions and developments of NEAP's mission, purpose and deliverables; and

b. the Heads of NEAP-ROs be at the level of Chief.

Figure C–1: Organizational Chart – NEAP Central Office

Figure C–2: Organizational Chart – NEAP in Regions

Recommendation 7

It is recommended that the Research Division be led by a Director/Chair of Research to be occupied successively by accomplished TEI researchers on fixed-term appointments. Responsibilities of the Director/Chair of Research should include:

  a. conducting and publishing research on NEAP programs and international best practice in professional development; and

  b. strengthening the research capacity of other personnel in the Research Division of NEAP and more widely.

Recommendation 8

It is recommended that the governance arrangement for NEAP should comprise a two-tiered structure: (i) a small Executive Board; and (ii) a representative Advisory Council. It is

recommended that the following responsibilities and personnel would be associated within this structure.

An **Executive Board** responsible for Governance

Responsibilities

    a. to provide strategic policy and planning;

    b. to undertake financial and risk management; and

    c. to meet on a quarterly basis.

Membership (high-level strategic membership) to include; for example:

    a. Secretary of Education (Chair);

    b. Undersecretary for Curriculum and Instruction;

    c. a nominee of CHED;

    d. a representative of the Professional Regulation Commission (PRC); and

    e. a representative of the Department of Budget and Management (DBM).

A representative **Advisory Council** composed of 11-to-15 respected individuals in the field of education

Responsibilities

    a. to advise on NEAP's programs;

    b. to meet on a quarterly basis; and

    c. to report through the Dean to the Executive Board.

Membership (strategic) to include; for example, representatives of:

    a. Central Office Bureaus (suggest 3), Regions and Divisions (suggest 2);

    b. principals' organizations and professional teaching organizations drawn from a list of recognized organisations (suggest 3);

    c. National Center for Teacher Education; Centers of Excellence, Centers of Development, National Network of Normal Schools, … (suggest 3); and

    d. individuals with impeccable academic credentials and gravitas; academic leaders/deans, individuals with international experience, former government officials (suggest 3).

Chief Executive Officer, with the title of **Dean,** or its equivalent, to be:

    a. responsible for the day-to-day management and operations of NEAP;

    b. executive officer of the Executive Board; and

    c. chair of the Advisory Council.

Recommendation 9

It is recommended that a review of the staffing needs of NEAP–CO and Central Office Bureaus be undertaken with a view to transferring positions to NEAP.

Recommendation 10

It is recommended that NEAP as a whole:

   a. assume responsibility for the design, development and delivery of programs supporting teachers and instructional personnel;

   b. offer and manage tenders for the design, development and delivery of PD to TEIs and other training organizations;

   c. establish policies and support materials to build the capacity of in-school mentors and coaches, and enhance peer observation skills and strengthen LACs;

   d. enhance current leadership programs for RDs, superintendents, supervisors and principals through linkages with DAP and business management schools;

   e. offer some training programs that provide foundational pedagogical and content knowledge and/or skills and others that provide advanced pedagogical and content knowledge and/or skills;

   f. assume responsibility for awarding scholarships and study grants to enable higher-level study and overseas study tours;

   g. develop an online clearinghouse to improve access to professional development programs; and

   h. prioritize the development of its own staff both initially and in the longer term to ensure the quality of the organization's outputs.

Recommendation 11

It is recommended, as an interim arrangement, that NEAP's functions include the quality assurance of programs *not* offered by NEAP. In the case of programs delivered by NEAP's personnel, Quality Assurance should be undertaken by an independent agency.

Recommendation 12

It is recommended that NEAP assume *full* responsibility for the Teacher Induction Program (TIP).

Recommendation 13

It is recommended that NEAP provide leadership in teachers' career progression against the Career Stages of the PPST in the design, development and delivery of a Career Progression Program (CPP) of professional development. The program should address professional development for:

   a. newly hired teachers with 0-3 years of experience in public schools;

   b. mandatory progression from Career Stage 1 (Beginning Teacher) to Career Stage 2 (Proficient Teacher); and

   c. voluntary progression to Career Stage 3 (Highly Proficient Teacher) and Career Stage 4 (Distinguished Teacher).

Recommendation 14

It is recommended that NEAP maintain responsibility for ensuring DepEd's CPD programs continue to comply with the PRC's accreditation requirements.

Recommendation 15

It is recommended that a transformed NEAP work closely with the PRC in helping establish high-quality relevant guidelines consistent with Professional Standards. (Note: Currently, for teachers these comprise the *Philippine Professional Standards for Teachers* (PPST) new Professional Standards for school leaders are currently under development.)

Recommendation 16

It is recommended that NEAP should stress the centrality and importance of supporting teacher agency in designing, planning and delivering professional learning, and teacher agency should be an explicit element in future L&D plan and actions.

Recommendation 17

It is recommended that the Learning and Development (L&D) system needs to be reconceptualized to promote attainment of the PPST explicitly through supporting practices, such as in-school mentoring and coaching, peer observation, best practice videos and work samples. It also needs to consider the development of individualized professional development programs that can be delivered through online and distance learning modes.

Recommendation 18

It is recommended that the L&D system should set out a planning process and include mechanisms for determining and addressing the demand for professional development so as to add an alternative to addressing teacher needs by predominantly top-down and supply-driven approaches. The proposed L&D system needs to determine also the extent to which the processes are being implemented or followed.

Recommendation 19

It is recommended that consideration be given to broadening the range of data used to determine professional development needs of teachers and school leaders. New links need to be formed between the data collected by Bureaus such as the Bureau of Human Resource and Organizational Development (BHROD) and Bureau of Education Assessment (BEA), and research findings by research centers such as the Philippine National Research Center for Teacher Quality (RCTQ) to help focus NEAP planning. This involves:

    a. for BHROD, the potential to collect significant organizational and individual performance data from the use of RPMS that could be aggregated and analyzed for professional development planning purposes beginning in June/July 2018 with national data being collected from all teachers in the Philippines;

b. for BEA, the use of student outcome data as proxies, or direct indicators, to identify systemic weaknesses and teachers' development needs to help in the design of targeted interventions;

c. for RCTQ, the application of the findings of the national randomized trial concerning teacher subject knowledge in the Teacher Development Needs Study to help target teacher development needs in English, Filipino, Mathematics and Science across the country.

Recommendation 20

It is recommended that the role of HEIs in the professional develop of DepEd staff should be enhanced from current practice but closely monitored by NEAP staff in terms of PD focus and relevance to the needs of DepEd as aligned to and support of the PPST.

Recommendation 21

It is recommended that NEAP partner with peak HEIs/TEIs (examples include: the National Center for Teacher Education; Centers of Excellence; Centers of Development; and the National Network of Normal Schools) in the development and delivery of professional development programs. Strict guidelines and performance criteria for the development and delivery of professional development programs should be formulated by NEAP.

Recommendation 22

It is recommended that professional development programs that provide advanced knowledge and/or skills should be recognized as Continuing Professional Development and some should be recognized, under certain strict conditions, as contributing to Masters or Doctoral programs for teachers and school leaders. A working party should be convened to investigate recognition of advanced training programs in Masters and Doctoral programs. At minimum, the working party should determine:

a. the Higher Education Institutions that should be able to participate in program development and delivery;

b. the programs that can be included;

c. the maximum amount of 'credit', or equivalency, that could be awarded to a portfolio of training programs; and

d. how such arrangements can be explicitly linked to the Philippine Professional Standards for Teachers, Principal Standards or Supervisor Standards.

Recommendation 23

It is recommended that the transformation of NEAP be championed though active and participatory leadership by senior DepEd personnel at the national and regional levels.

Recommendation 24

It is recommended that the following actions be undertaken on acceptance of the Recommendations. These actions are to establish:

1. an *Implementation Task-Force*. This body should be of a modest size (say 10 to 15 persons). In addition, there should be a small dedicated secretariat comprising research team members and DepEd personnel seconded to the task. The purpose is to produce a *Detailed Design Phase Report* to include determination of:

   a. the scale of NEAP-CO and NEAP-RO, in terms of the number of dedicated staff;

   b. the position titles and position levels of staff appointed to NEAP-CO and NEAP-RO;

   c. the role descriptions of the staff to be employed;

   d. the nature of the impact, if any, of the staffing of NEAP on other DepEd Bureaus or Regional Offices in terms of their staffing, structures and outcomes;

   e. the funding needed and identification of where these funds might appropriately be sourced;

   f. the location of NEAP–CO and an indication of establishment needs and associated costs;

   g. the location of NEAP-ROs and an indication of establishment needs and associated costs;

   h. a communication strategy and plan; and

   i. other relevant outcomes.

2. a *Pre-Implementation Phase*. Key outcomes would include:

   a. drafting and dissemination of signed (by the DepEd Secretary) DepEd Order on NEAP Transformation;

   b. advertising and recruiting senior positions;

   c. identifying the staffing positions within Bureaus and HRDD units to be transferred into NEAP-CO and NEAP-ROs, and advertising and recruiting additional staff;

   d. advertising and recruiting staff to take up positions in NEAP–CO and NEA–RO;

   e. establishing building and office space both centrally and in the Regions;

   f. procuring furniture;

   g. resourcing computers and IT infrastructure;

h. establishing IT, Finance and Administration Offices; and

i. other relevant actions.

3. an *Implementation Phase Time-line*. This will guide the transformed NEAP to be operational, in part, from April 2019 with full functioning established prior to December 2020.