



Republic of the Philippines
Department of Education

30 MAY 2019

DepEd O R D E R
No. **011** s. 2019

IMPLEMENTATION OF THE NEAP TRANSFORMATION

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

1. As the Department of Education (DepEd) renews its focus on making decisive gains in upgrading education quality, the strengthening of the professional training and development of its 800,000 teachers is urgent and necessary. Towards this end, DepEd is embarking on a major reform initiative, the organizational and program transformation of the National Educators Academy of the Philippines (NEAP).

2. Such transformation is expected, among others, to streamline professional development, make training activities programmatic and accountable, effectively link professional development with career progression, generate efficient use of resources, and ultimately realize NEAP's mandate of providing the learning and development needs of the increasing number of teachers and school leaders.

3. Pursuant to the authority, accountability, and responsibility for enhancing the professional competence of all personnel of the Department in accordance with the powers, duties and functions of the Secretary in Republic Act No. 9155, or the Governance of Basic Education Act of 2001, the **Implementation of the NEAP Transformation** provided in the enclosure of this Order, is hereby directed.

3. Immediate dissemination of and strict compliance to this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated
References: N o n e

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

ASSIGNMENTS	PROJECTS
BUREAUS AND SERVICES	OFFICIALS
COMMITTEES	TEACHERS
PROGRAMS	TRAINING

IMPLEMENTATION OF THE NEAP TRANSFORMATION

WHEREAS, Article XIV, Section 5 (4) of the 1987 Constitution states in part that “(T)he State shall enhance the right of teachers to professional advancement”;

WHEREAS, Letter of Instructions No. 1487 (Institutionalizing a Revitalized Program of Teacher In-Service Training in the Public Schools) issued December 10, 1985, directed, among others:

1. That an organization be designed 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, 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 functions;
2. That the training organization shall include as components a National Education Learning Center (NELC), a Regional Education Learning Center (RELC) in each Region or sub-Region, and appropriate training organizations at Division, District and School level;

WHEREAS, Administrative Order No. 282 issued on May 27, 1992 renamed the NELC into the National Educators Academy of the Philippines (NEAP) and expanded its functions to include the development of school managers and leaders;

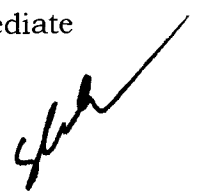
WHEREAS, various issuances of the Department of Education have been promulgated to put into effect the directives of the Letter of Instructions and the Administrative Order, but the vision of NEAP being the principal agency for training and development of teachers and school leaders has yet to be fully realized, having been constrained by lack of organizational scale and overlapping functions with various Bureaus and offices;

WHEREAS, as the Department of Education renews its focus on making decisive gains in upgrading education quality, the provision of professional training and development to its 800,000 teachers is urgent and necessary;

WHEREAS, the Office of the Secretary tapped existing and available technical assistance to look into the structure and program of NEAP, and overall professional development activities of the Department, and to study how reforms may be introduced;

WHEREAS, after submission of the study in August 2018, the Secretary issued Office Memorandum 2018-0016 on October 15, 2018, creating a Task Force to evaluate the recommendations of the study and prepare a Detailed Design for NEAP transformation;

WHEREAS, upon completion of its evaluation, the Task Force presented on February 21, 2019 its Report to the Secretary, who approved the Task Force recommendations and proposed detailed design on how to transform NEAP, and directed its immediate



implementation, subject to refinements as may be necessary and appropriate during implementation;

WHEREAS, the organizational and program transformation of NEAP are expected, among others, to streamline professional development, make training activities programmatic and accountable, effectively link professional development with career progression, generate efficient use of resources, and ultimately realize NEAP's mandate of providing the learning and development needs of the increasing number of teachers and school leaders;

WHEREAS, the NEAP transformation shall facilitate the operationalization of the Philippine Professional Standards for Teachers (PPST) and similar standards for school leaders, thereby enhancing the system-wide quality of professional practice in education, effectively support K to 12 initiatives, and radically improve the learning outcomes of learners;

WHEREAS, included in the powers, duties and functions of the Secretary, as provided in Republic Act No. 9155 (Governance of Basic Education Act of 2001), is the authority, accountability, and responsibility for enhancing the professional competence of all personnel of the Department;

NOW, THEREFORE, in consideration of the foregoing premises and in the exigency of the service, the following are hereby directed:

SECTION 1. Adoption of Task Force Report. The Report of the Task Force on NEAP Transformation, which contains the recommendations and proposed detailed design for the NEAP transformation and hereto attached as Annex 1, is hereby adopted for immediate implementation, subject to refinements as may be necessary and appropriate during implementation.

SECTION 2. Creation of a Transition Team. A Transition Team is hereby created to work jointly with the existing officers and personnel of NEAP, to execute the steps necessary for carrying out the proposed design of the NEAP transformation.

The Transition Team shall be composed of the following:

Atty. Nepomuceno A. Malaluan

Undersecretary/Chief of Staff
Office of the Secretary

Jesus Lorenzo R. Mateo

Undersecretary
Planning, Human Resource and Organizational Development, and Field Operations

Annalyn M. Sevilla

Undersecretary
Finance

Dr. Diosdado M. San Antonio

Director IV and Officer in Charge (OIC), Office of the Undersecretary
Curriculum and Instruction



John Arnold S. Siena

Director IV
NEAP

Jennifer E. Lopez

Education Program Supervisor and OIC, Office of the Director III
Bureau of Human Resource and Organizational Development (BHROD)

Abram Y. C. Abanil

Director IV
Information and Communications Technology Service (ICTS)

All Regional Directors

The Transition Team shall be headed by Undersecretary Malaluan, and shall regularly report the transition progress to the Secretary.

SECTION 4. Organizational Transformation of NEAP. The Transition Team, jointly with NEAP, shall commence the organizational transformation of NEAP through its immediate restructuring to reflect its central, regional and other field components, as recommended in the Task Force Report.

The required officers and personnel complement of the transformed NEAP shall be filled through designations and phased hiring, consistent with applicable rules and regulations. All existing NEAP officers and personnel are absorbed into the transformed NEAP, and shall be assigned to the offices where they best fit, as recommended by the NEAP Director.

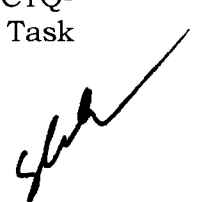
The Transition Team, through proper channels, is directed to coordinate with the Department of Budget and Management for the creation of the *plantilla* positions required by the NEAP transformation.

SECTION 5. Program Transformation. The Transition Team, jointly with NEAP, shall undertake the immediate development of an integrated professional development program, covering all aspects as indicated in the Task Force Report. The initial program shall be implemented starting January 2020.

The Transition Team and NEAP shall consult the Teacher Education Council Secretariat and all Central Office Bureaus and Services with existing training programs for teachers and school leaders, to determine the inclusion and prioritization of such programs in the overall professional development program, as well as their respective roles in content development and delivery. Similar consultations and cooperation shall also be with relevant field units.

In the meantime, all existing professional development activities as approved under the 2019 Work and Financial Plans of the relevant Bureaus, Services, offices and units shall proceed as scheduled.

SECTION 6. Technical Assistance. The Transition Team shall engage the Philippine National Research Center for Teacher Quality (RCTQ) based at the Philippine Normal University and its partner, SiMERR National Research Center based at the University of New England, to provide the primary technical assistance for its work. RCTQ-SiMERR undertook the NEAP Transformation study and was also part of the Task



Force on NEAP Transformation, through the Basic Educations Sector Transformation program.

The Transition Team shall leverage other technical assistance in support of NEAP Transformation as needed.

SECTION 7. Ecosystem Approach. The Transition Team and the transformed NEAP shall operate under an ecosystem approach, whereby NEAP shall engage a wide range of internal and external stakeholders in the development and delivery of professional learning programs.

SECTION 8. Fully Integrated Professional Development Program. Beginning 2020, the professional development program of the Department for teachers and school leaders shall be fully integrated in terms of development, design and delivery, to include the Teacher Induction Program (for new teachers), career progression programs, and special programs.

As such, beginning 2020, all offices and units of the Department at all levels of governance are hereby directed to coordinate with the transformed NEAP, align with its program, and follow its standards and guidelines in the implementation of any professional development activities for teachers and school leaders.

SECTION 9. Support and Cooperation of All Units. All offices and units of the Department at all levels of governance are hereby directed to extend full cooperation and support to the Transition Team and the transformed NEAP in the discharge of their work under this Order.

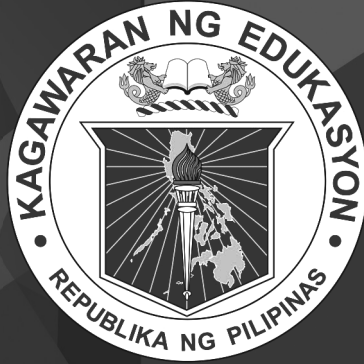
SECTION 10. Implementing Issuances. In close collaboration with the existing NEAP, the Transition Team shall recommend to the Secretary the promulgation of the necessary orders and other issuances for the implementation of the organizational and program transformation of NEAP and for other related purposes.

SECTION 11. Term of the Transition Team. The Transition Team shall commence its operation upon effectivity of this Order, and shall complete its work within 18 months therefrom.

SECTION 12: Effectivity. This Order shall take effect upon issuance.

Immediate dissemination of and strict compliance to this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary



REPORT OF THE TASK FORCE ON

NEAP

**TRANSFORMATION:
PROPOSED DETAILED DESIGN**

to
Secretary Leonor Magtolis Briones

March 2019

in collaboration with





REPORT OF THE TASK FORCE ON

NEAP

TRANSFORMATION:

PROPOSED DETAILED DESIGN

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**REPORT OF THE TASK FORCE
ON NEAP TRANSFORMATION**

Proposed Detailed Design

to Secretary Leonor Magtolis Briones

March 2019

The Philippine National Research Center for Teacher Quality (RCTQ) – Philippine Normal University and the SiMERR National Research Centre (SiMERR)–University of New England provided research and technical support to the Task Force. RCTQ-SiMERR is supported by the Australian Government through the Basic Education Sector Transformation (BEST) Program.

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ABBREVIATIONS AND ACRONYMS

3NS	National Network of Normal Schools
A&A	Activities and Accomplishments
ACER	Accreditation, Certification, Equivalency & Recognition
ALS	Alternative Learning System
ASDS	Assistant Schools Division Superintendent
ASEAN	Association of Southeast Asian Nations
ASP1	Assistant School Principal I
ASP2	Assistant School Principal II
ASP3	Assistant School Principal III
ASSP	Assistant Special School Principal
BCD	Bureau of Curriculum Development
BEST	Basic Education Sector Transformation
BHROD	Bureau of Human Resource and Organizational Development
BLD	Bureau of Learning Delivery
CO	Central Office
CO	Capital Outlay
COD	Center of Development
COE	Center of Excellence
COT	Classroom Observation Tool
CLMD	Curriculum and Learning Management Division
CPD	Continuing Professional Development
CSC	Civil Service Commission
DAP	Development Academy of the Philippines
DBM	Department of Budget Management
DECS	Department of Education, Culture and Sports
EDPITAF	Education Programs Implementing Task Force
EMIS	Education Management Information System
HEI	Higher Education Institutions
HRDD	Human Resource Development Division
HRTD	Human Resource Training and Development
ICT	Information and Communication Technology
KRA	Key Result Area
LAC	Learning Action Cell
L&D	Learning and Development
LMS	Learning Management System
LOI	Letter of Instructions
LOT ACER	Liaison Office Accreditation, Certification & Equivalency Recognition Team
MECS	Ministry of Education, Culture and Sports
MOOE	Maintenance and Other Operating Expenses
NEAP	National Educators Academy of the Philippines

NEAP-CO	National Educators Academy of the Philippines Central Office
NEAP-RO	National Educators Academy of the Philippines Regional Office
NELC	National Education Learning Center
OD	Office of the Director
OECD	Organisation for Economic Co-operation and Development
OIC	Officer-in-Charge
PDD	Professional Development Division
PL	Professional Learning
PNU	Philippine Normal University
PPSSH	Philippine Professional Standards for School Heads
PPSS	Philippine Professional Standards for Supervisors
PPST	Philippine Professional Standards for Teachers
PRC	Professional Regulation Commission
PS	Personnel Services
QATAME	Quality Assurance, Technical Assistance, Monitoring and Evaluation
RCTQ	Philippine National Research Center for Teacher Quality
RD	Regional Director
RELC	Regional Education Learning Center
RO	Regional Office
RTF	Recruitment Task Force
SEAMEO	Southeast Asian Ministers of Education Organization
SEAMEO-INNOTECH	SEAMEO Regional Center for Educational Innovation and Technology
SDS	Schools Division Superintendents
SHS	Senior High School
SIMERR	SiMERR National Research Centre based at the University of New England
SGOD	School Governance Operations Division
SOLO	Structure of Observed Learning Outcomes
SP1	School Principal I
SP2	School Principal II
SP3	School Principal III
SP4	School Principal IV
SPSP1	Special School Principal I
T&D	Training and Development
TDNS	Teacher Development Needs Study
TEC	Teacher Education Council
TEI	Teacher Education Institutions
TIP	Teacher Induction Program
UNE	University of New England, Australia
USEC	Undersecretary

Part I:

REMARKS

FROM THE SECRETARY



Informal Remarks at the Presentation of the Task Force Report on NEAP Transformation

Secretary Leonor Magtolis Briones
Department of Education
February 21, 2019



I HAVE BEEN greatly and intensely interested in the effort to capacitate our teachers. As all of you know, I am an academic. I have been teaching for more than 50 years. I come from a teaching dynasty, where many family members are teachers. I am deeply aware of the continuing development that must happen during the professional life of a teacher.

Before I respond to the recommendations of the Task Force on NEAP Transformation, let me emphasize first the need for us to understand the teachers of today, as a context to any professional development program. On this point, let me share my observations of the teachers then and now, based on my personal exposure to them throughout my life, and presently as Secretary of Education.

When I came into the Department I realized that even as NEAP still has to be transformed, our teachers are already transformed. Somehow the public has a notion of what our teachers are like and what our education system is like. Public perceptions of public education and private education have remained constant: the teacher is underpaid and overworked, and the quality of public education is inferior to private schools.

Even our main channels of communication with the public, the members of the mass media, are also imprisoned by their experiences of education

when they were students. Our notion of education is shaped by our respective experiences. Our idea of a teacher is one of devotion, suffering, and exploitation.

In the distant past, teachers in the Philippines came from the middle and even the upper-middle class. It was the main profession that women were encouraged to engage in. They had their towering hair-do, and came in their proper dresses and shoes, and their lady-like behavior.

My observation is this has already changed. What motivates the teachers of today to decide to become a teacher? During my visits to the various regions, I ask the young teachers: What made you decide to take up education? A common answer is education is the most affordable course that one can take, unlike medicine or law. I recall very few who said they really love teaching, and would not have chosen any other field.

Another question I ask is: Why did you move

from the private school to the public school? The answer has always been because the salary and benefits are higher in the public than in the private schools. In studies we did, what teachers spend their borrowed money on today is different from the time when my mother borrowed money to send us to school and university. There are many other things that teachers now spend their money on. One of these things, I can tell you, is travel abroad. I have signed thousands of applications to travel abroad on personal leave. They go to Iceland, to Denmark, make a tour of Middle East, the Holy Land. Name any country, and chances are there is a teacher who has visited it.

The point I am making is that teachers have changed. It is now relevant to ask what motivates our teachers, and what our education institutions teach them. Yes, we still have the noble ones, the suffering ones, and the patient ones. But those whose voices are the loudest, the most strident, are different from the teachers that we used to know and whose image we have retained.

I may not be the most popular Secretary of Education among the teachers because I tell them what we are learning about them, but it is important to know and understand where they are right now in order to know how we may further capacitate them. We need to realize that we get our teachers who already are the product of their families and environments, their demands and expectations, their ambitions, and the education by the colleges and universities they graduated from.

Thus, the task of NEAP to develop teachers to meet the Department's needs is formidable. We don't really have big ambitions on dramatic conversions among teachers; we just want them to be more competent, and equally important, devoted to their profession.

We do not have grand illusions about how much we can impact at this stage of their careers. Maybe we cannot get the teachers that we used to have when we were in grade school, but through the NEAP transformation, we hope to develop teachers in the service who are able to respond to

what the country needs. It is to have the skills and the attitude that enable them to give their best. It is to realize that there is nothing more satisfying, there is nothing more fulfilling — and I know this because I have been teaching for more than 50 years — than touching people's lives as a teacher.

My interest is in NEAP being able to contribute, in some way, to the broadening of the perspective of our teachers.

Within this backdrop, I welcome the recommendations of the NEAP Task Force. Your plan is to start in the 2020 budget, but I think once the President approves the 2019 budget, then we can already identify items of expenditure which are related to training and capacity building that we can already utilize for NEAP transformation. We should not wait for next year; we should start now because the problems and challenges are already here, now. The thing is for us to get going.

On specific aspects of the recommendations, I would like to make the following comments.

I agree with the idea of creating an Advisory Council. It is always good to hear insights from outside, and from those who have been there, and who have travelled the journey and perhaps suffered for making proposals to further enhance education. It is also always good to hear from our clients. It will be good to even have a teacher in the governing board.

I am much more interested actually — aside from the legal, financial, or organizational aspects — in the curriculum, on what we will teach our teachers.

I fully agree with the view of Prof. Miguel Luz, former Undersecretary of DepEd, that it is not only the technicalities of teaching that we need; it is also more about learning and development.

One Master Teacher who writes a blog, perhaps one of the most strident critics of the Department, said that teachers have to be given special attention because they are the source of all knowledge. I do not agree because there are so many sources of knowledge now. And our learners get them and absorb them at a much faster rate.

I keynoted 12,000 teachers in an expo on technical advances in education, and it is amazing how you can develop 21st century classrooms where you don't use blackboards anymore. We use smart boards. Libraries are now very compact because they are largely electronic. Knowledge is readily available to a learner and also to the teacher.

This tells us that we don't have the monopoly of knowledge and wisdom at this time, because there are many other sources of new knowledge and wisdom. In Cavite as the NEAP Transformation Report is being presented now, there is a Science and Technology Fair where our Senior High School students are exhibiting their work and their creations in Science and Technology. Our learners are winning in international contests in research. We had a winning team in 2016 whose members had asteroids named after them. They are winning in contests in robotics, in mathematics. We are also winning in choral competitions, in dancing. No, we are not the only source of knowledge and wisdom.

The function and job of the teacher now is to guide, to lead our learners in finding answers to current questions and evolving solutions for them, and to deal with change. We also give value to extra-curricular activities. If we want our children to learn how to analyze, to assess and think critically, they have to hear both sides, or as many sides as there are of issues. We have to teach them to decide for themselves. This is what we want our teachers to teach our students, in addition to the usual memory work that we used to do in our time.

Aside from techniques in teaching and in assessment, I think we need to give our teachers a review of the Philippine administrative system. We have to know who else is out there. We should know what their situation is, and we should know how each of us contribute to the overall goal of national development. I want an overall outlook of what the place of education is in the past, the present, and into the future.

And then the state of our grammar. Some might find it insulting, but I think we also need to review the English usage of our teachers, as well as other languages.

Finally, we need to address the context of where our teachers are now, which I expounded at the beginning. I am excited about the results of ongoing studies on teacher motivation. Why do teachers today want to become teachers? Why do they want to stay? Why are they transferring, by the hundreds, by the thousands, from the private to public schools, even as a section of teachers in public schools are screaming of their sufferings? We have to at least make sure that our teachers are aware of these. These are important so we know what additional knowledge, what additional insights, we should put into the curriculum for professional development.

I don't know if we can change attitude, but we all know that we only have one great teacher, who is truly the source of all our knowledge. He was not called "Your Highness," or "Your Majesty". He was just called "Teacher". That is what teacher is all about. The thing is I want us to get going because we are recruiting more and more teachers. We have no idea where they come from, what their motivations are, what their expectations are, and what gaps we should be considering.

On the specific question on some overlap on the mandate of NEAP and the Bureau of Learning Delivery (BLD), I believe that what BLD is doing now can be absorbed by NEAP. It would be good to have one singular office for this. Of course, we have to be consulting, not only BLD but other bureaus and services of the Department as well. Lecturers can come from BLD, as well as from other units. We have teachers with global, regional, and national awards. They come from different areas. We should utilize their talents, creating new ways of teaching, and making subjects more exciting. These teachers are doing these on their own, and should serve as models. They should share whatever they have. I am also willing to lecture in NEAP.

On the transformation process, I should mention that at the transition stage for NEAP, I intend to put NEAP under my direct supervision, especially since I have specific interests on how we should capacitate our teachers.

But I agree with the idea of Atty. Magtanggol Gunigundo that we should think eventually in terms of a more autonomous institution, but with the very active role of the Department. It is very similar to Singapore. The chair of the education policy is the Minister of Education, who is also the chair of the training institution which is more or less an attached agency. So, the Minister of Education in Singapore is in a very comfortable position with respect to education policy, curriculum, instruction, and then to all the other stages of the training of the teachers, completely harmonized, and that is how it should be. But we also don't want a dictatorial Department of Education where everything is decided by the Department. It is always good to listen to those who have been there before us, and to those who are most familiar with the needs of our teachers, because times are really changing.

Organizational relationships are very important and crucial in the success of an institution, and I further agree with the idea of Atty. Gunigundo that ultimately, a law to ensure the continuity of NEAP as an institution is more binding than a Department Order or even an Executive Order. I agree that we want an institution that is able to continually recharge and respond and recognize that changes really happen every day.

In sum, I am very amenable to all the recommendations of the Task Force, subject to necessary refinements as we implement them. We have been reflecting for how many decades, and the time for reflection is already over. For me, NEAP transformation is a go.

Part II:

NOTES FROM THE CHAIR OF THE TASK FORCE



NEAP Transformation: Why, What for, and How

Atty. Nepomuceno A. Malaluan
*Undersecretary and Chief of Staff,
Department of Education*



EARLY in the term of Secretary Briones at the Department of Education (DepEd), one observation she made during an Execom¹ meeting was how the term 'Academy' in the National Educators Academy of the Philippines or NEAP seemed like a misnomer.

Indeed, an academy usually refers to an institution of study or learning in a specialized field, with programs taught by a faculty, and leading to certifications that enjoy recognition by a defined community. In contrast, NEAP provides training courses and seminars only in limited areas, is without a faculty, and does not have recognized certification programs.

Within DepEd, NEAP is only one of various units providing training and seminars for teachers. With many units developing and implementing teacher training programs, it is unclear whether there is coherent direction and metrics for teacher professional development.

It is within this backdrop that the Office of the Secretary (OSEC) tapped BEST² for technical assistance to look into the structure and program of NEAP, and the overall professional development activities for teachers, and see whether reforms may be introduced. Among OSEC's areas of interest were to explore whether and how NEAP may be transformed to more effectively provide teachers

professional training and development needs, and for it to somehow live up to its name as an "Academy."

BEST assigned the technical assistance to the Philippine National Research Center for Teacher Quality (RCTQ) based at the Philippine Normal University. RCTQ worked in collaboration with the SiMERR National Research Centre (SiMERR) based at the University of New England, Australia.

Highlights of the RCTQ NEAP Transformation Report

OSEC received the RCTQ NEAP Transformation Report in August 2018. The study took a transformative agenda approach (towards enhancement of NEAP) and a systems approach (examining NEAP in relation to other organizational units of DepEd). It addressed three areas of inquiry: what is the origin of NEAP; where is it today;

¹ In DepEd, the Execom consists of the Secretary and all Undersecretaries and Assistant Secretaries.

² BEST is a partnership program between the governments of Australia and the Philippines. It is a six-year program (2013-2019) that aims to ensure the improvement of quality, access and governance in Philippine basic education.

and where should it go and how. It employed qualitative methods, including document analysis, interviews, FGDs, risk analysis, and benchmarking of select institutions. For the benchmarking, it looked at the Philippine Judicial Academy (PHILJA), Development Academy of the Philippines (DAP), and the approaches and institutions for teacher professional development in Thailand and Malaysia.

The report traced the inception and institutional evolution of NEAP, starting with the issuance of Letter of Instructions (LOI) No. 1487 issued on December 10, 1985. This created the National Education Learning Center (NELC) and the Regional Education Learning Centers (RELCs), with the mandate to institutionalize a revitalized program of teacher in-service training in the public schools. The NELC was renamed into NEAP through Administrative Order No. 282 issued by President Aquino on May 27, 1992. Adjustments in the scope of NEAP's functions were also instituted through various Department Orders.

Looking at the present operations of NEAP, of itself and in relation to other units in DepEd, the study found the following:

- NEAP has focused on leadership programs;
- The Bureau of Curriculum Development (BCD) and the Bureau of Learning Delivery (BLD) are the bigger providers of teacher trainings, even as the functions of these Bureaus are more policy-oriented;
- The main delivery approach of the present professional development programs for teachers is the cascade model, through National Training of Trainers who will then conduct Mass Training of Teachers; and
- There are major constraints in NEAP capacity, in terms of plantilla items and facilities.

As a result, the vision and outcomes identified for NELC/NEAP by its constitutive documents have not been realized, being constrained by lack of scale, limited personnel and facilities, and overlapping functions with Bureaus also providing professional development services.

Among the key proposed reforms are:

- 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 Bureau of Human Resource and Organizational Development, in turn, shall focus on non-teaching personnel.
- 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–Central Office, NEAP–Regional Office), a presence at the Division level, and the regional training facilities, should have clear reporting lines by being unified in a vertically-integrated organization.
- 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.
- NEAP partner with peak Higher Education Institutions/Teacher Education Institutions (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.

Other equally major recommendations are elaborated in the report.

The urgency to transform NEAP

DepEd data show that the country has made huge gains in improving access to basic education. Twenty-seven million Filipino children and youth are in school from Kindergarten to Grade 12. Participation rates are up. (See Table 1.) The addition of two years of Senior High School (SHS)

to secondary education, originally anticipated by K to 12 opposition to increase drop-outs, appears to have the contrary effect. Since its introduction, there has been a marked increase in the number of drop-outs that have returned to school. (See Table 2.)

Table 1: Participation Rates in Basic Education, SY 2016-2017 to SY 2018-2019

Level of Education	Gross Enrolment Rate			Net Enrolment Rate		
	2016-2017	2017-2018	2018-2019*	2016-2017	2017-2018	2018-2019*
Kindergarten	82.47%	102.04%	107.28%	65.95%	83.70%	76.45%
Kinder to Grade 6	106.34%	104.21%	102.65%	96.04%	95.76%	94.80%
Grade 1 to Grade 6	110.46%	104.59%	101.85%	87.61%	94.19%	94.05%
JHS to SHS	87.76%	85.55%	91.58%	75.33%	75.94%	79.93%

Table 2: Balik-Aral Learners, 2015 to 2018

Year	Elementary			Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2015	60,880	37,999	98,879	38,657	20,595	59,252	99,537	58,594	158,131
2016	117,683	82,584	200,267	95,681	74,767	170,448	213,364	157,351	370,715
2017	94,644	57,760	152,404	98,584	50,756	149,340	193,228	108,516	301,744
2018	70,049	37,759	107,80	96,925	49,450	146,375	166,974	87,209	254,183

To be sure, gaps remain in access to basic education. However, addressing them requires not generalized but nuanced interventions based on age, gender, geographic, and economic differentiations.

Even as DepEd addresses these remaining gaps, Secretary Briones believes that DepEd is now in a better position to wage a decisive campaign for major upgrade in education quality.

This context and direction is mirrored in countries in the region. In a recent regional conference on Raising Learning Outcomes in Southeast Asia, Insights from PISA organized by the Ministry of Education in Thailand, the following observation was made in the conference background note:

For all countries in the region barring Singapore, the picture is broadly similar. Building on important recent gains, in the expansion of education at primary, lower secondary and increasingly upper secondary levels, all are looking to entrench quality learning. There is broad agreement on three important steps. The first is to design and implement effective learning systems, aligning competencies / standards, curriculum, instruction, assessment and examinations. The second is to develop outstanding teachers and school leaders, to create a challenging learning experience for every child and to ensure that every student

benefits from excellent teaching. The third is to ensure that students come to school ready to learn, throughout their school career, drawing on an effective early years' education and supportive relationships with their parents. Together, these three steps constitute an agenda for raising learning outcomes, across the region.

In the course of the conference discussion, the country representatives were asked which among the three broad steps they find to be the most urgent and critical to raising learning outcomes. The consensus was it is developing outstanding teachers and school leaders.

Teacher professional development is particularly daunting at the present juncture of DepEd, and presents both great opportunities and serious challenges. The K to 12 program required massive teacher recruitment to provide the teaching force for the delivery of Kindergarten that was made compulsory starting 2013, and SHS that started in SY2016-2017. In addition, there has been a drive to improve the teacher-to-students ratio in DepEd.

Thus, for the period 2013 to 2018, DepEd created 325,327 new teacher items, or an average of 54,221 per year. In contrast, for the period 2010 to 2012, the new teacher items created averaged only 13,699 per year. (See Table 3.)

Table 3: Number of Teacher Items Created and Status of Hiring, 2010-2018

Fiscal Year	No. of Items Created	Actual Allocation Due to Conversion	No. of Items Filled-up	% Items Filled-up	No. of Unfilled Items
2018	78,888	78,888	57,169	72.47%	21,719
2017	54,077	54,021	45,208	83.69%	8,813
2016	58,720	58,791	53,966	91.79%	4,825
2015	39,002	39,002	38,870	99.66%	132
2014	33,130	33,130	31,817	96.04%	1,313
2013	61,510	61,510	61,499	99.98%	11
2012	15,663	15,663	15,595	99.57%	68
2011	13,775	13,775	13,774	99.99%	1
2010	11,630	11,630	11,533	99.17%	97
TOTAL	366,395	366,410	329,431	89.91%	36,979

The effect is the large proportion of entry level teachers in the total composition of DepEd's teaching force. Of the 773,391 filled items as of

2018 October, 400,062 or 51.7% occupy Teacher 1 positions. (See Table 4.)

Table 4: Distribution of DepEd Teachers by Teaching Position

Position	SG	Monthly Salary, PhP {2019/Fourth Tranche Salary Schedule)	Plantilla Items {As of Oct 24, 2018}	
			Filled	Authorized
Teacher I	11	PhP 20,754.00	400,062	449,550
Teacher II	12	22,938.00	122,938	132,367
Teacher III	13	25,232.00	197,132	201,939
Master Teacher I	18	40,637.00	38,072	39,782
Master Teacher II	19	45,269.00	15,160	16,063
Master Teacher III	20	51,155.00	27	29
Master Teacher IV	21	57,805.00	0	--
TOTAL			773,391	839,730

If we presume the proficiency of these entry-level teachers to be that of Beginning Teachers³, then this segment alone already presents a big challenge in terms of designing and delivering an effective in-service professional development program.

The need to develop outstanding teachers and school leaders and the large number of entry-level teachers make the NEAP transformation urgent and timely. The findings of the RCTQ study provide a basis for reforms that will go a long way in rationalizing and maximizing the substantial budget that DepEd devotes to teacher training. A well-functioning, transformed NEAP will be a key institution to facilitate a major upgrade in the quality of our teachers, and in turn result in the deepening of the quality of the graduates of K to 12.

How NEAP will be transformed

Taking the RCTQ Report forward, Secretary Briones issued Office Memorandum 2018-001 creating a Task Force to evaluate the findings and recommendations of the report, and prepare a Detailed Design for the implementation of the NEAP transformation. The Task Force, which I headed, comprised twenty-two

members, seventeen of whom come from DepEd, and the remaining five from the RCTQ-SiMERR technical team. The DepEd membership was multi-level, with representation from relevant bureaus and services at the central office, and from Regions, Divisions and Schools.

Completing its work, the Task Force prepared a Detailed Design report for the transformation of NEAP, for the consideration of the Secretary and the DepEd Executive Committee.

The transformation of NEAP is intended to happen in two major aspects: organization and programs.

Organizational Transformation

The main transformation will be for NEAP to be in charge of the entirety of DepEd's professional development program for all teachers, both in teaching and school leadership. This means that all other offices at the Central Office shall no longer include in their programs the delivery of the training of teachers if such are intended for professional development⁴. NEAP shall work closely with the relevant bureaus and services in the Central Office to ensure that the standards

³ *Philippine Professional Standards for Teachers (PPST)*, Beginning Teachers

⁴ The Secretary stated at the February 21, 2019 meeting with the Task Force that the training function of the Bureau of Learning Delivery would be absorbed by NEAP.

set for curriculum and pedagogy are integrated in the professional development programs.

In terms of organizational structure, NEAP will be under the direct supervision of the Office of the Secretary. It will be vertically integrated at the Central and Regional levels, with a NEAP Central Office (NEAP-CO) and NEAP Regional Office (NEAP-RO) for all DepEd regions. The NEAP-RO will have a dual reporting arrangement. They will be responsible to the NEAP-CO on the technical matters of professional learning, but will be responsible to the Regional Directors on operational matters. Under this structure, the NEAP-RO will have an administrative link to the Regional Directors, who will oversee the operational implementation of the NEAP programs

down to the schools through the Divisions and Districts. The organizational diagram is shown in Figure 1.

To be able to discharge the work entailed by the integration of professional development into one office, NEAP's organization and staffing will be expanded at both CO and RO levels. At the Central Office, NEAP shall be headed by a Dean, who will be its Chief Executive Officer. There will be seven Offices or Departments, specifically: Office of the Dean, Research Office, Education Programs Office, Program Delivery Office, Regional Implementation Office, Liaison Office and Administration Office. These Offices will have Divisions under them, as shown in Figure 1.

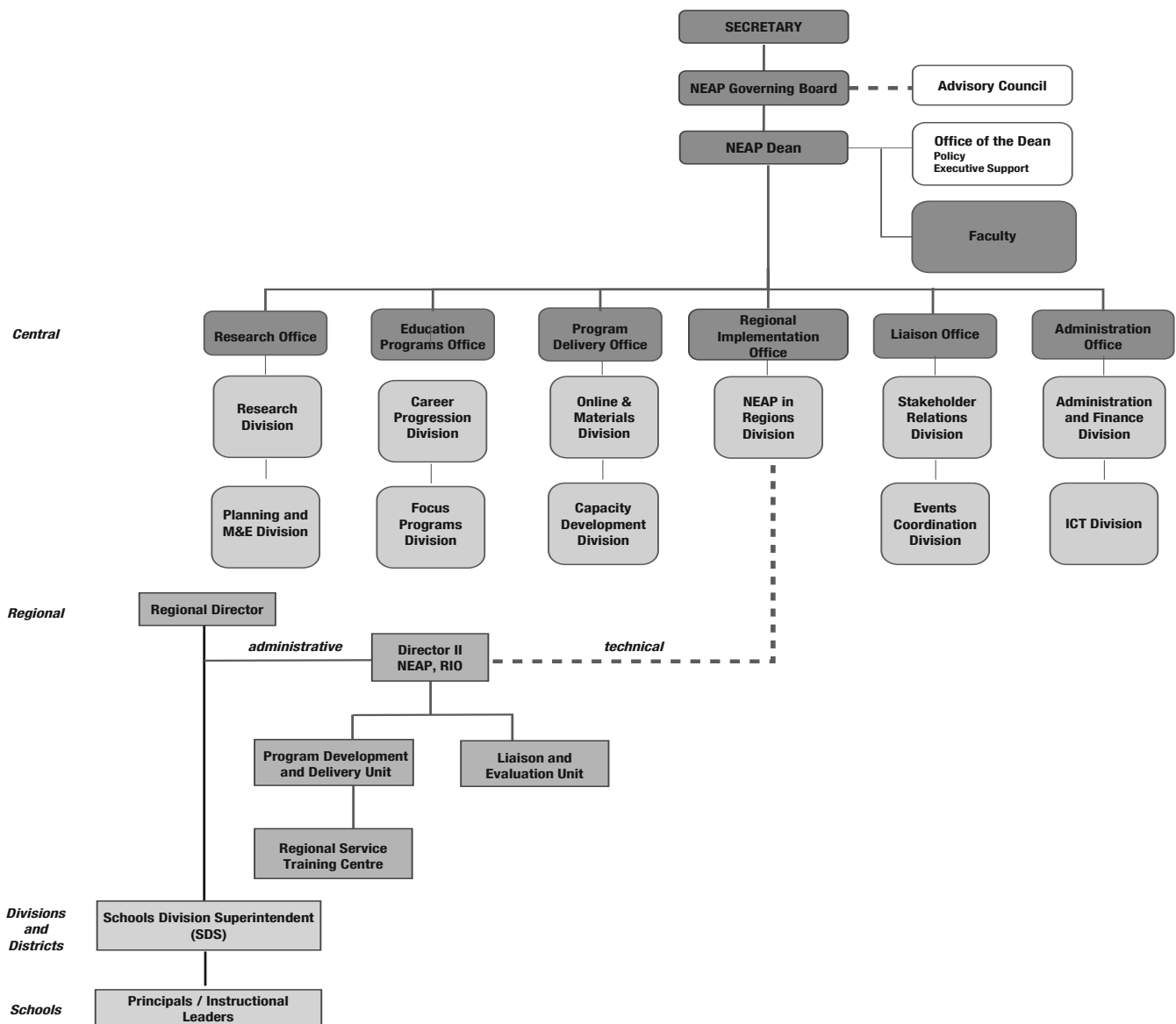


Figure 1: Integrated NEAP-CO and NEAP-RO Structure, and Administrative Link to the DepEd Regional Offices

The teaching or training force of NEAP shall constitute its Faculty, which shall be a composite of full-time NEAP trainers and a vetted pool of instructors coming from Higher Education Institutions (HEIs) and DepEd’s qualified management and teaching force.

The policy direction of the NEAP shall be the responsibility of a Governing Board chaired by the Secretary of Education. The Governing Board will be assisted in its work by an Advisory Council.

The personnel of NEAP-CO and NEAP-RO will be scaled up. The personnel complement, their respective functions, and the budget implications are discussed in the Detailed Design Report.

NEAP shall take a professional learning ecosystem approach, where the NEAP-CO interacts with DepEd bureaus, services and field units, as well as outside institutions through vertical and horizontal coordination mechanisms. (See Figure 2.)

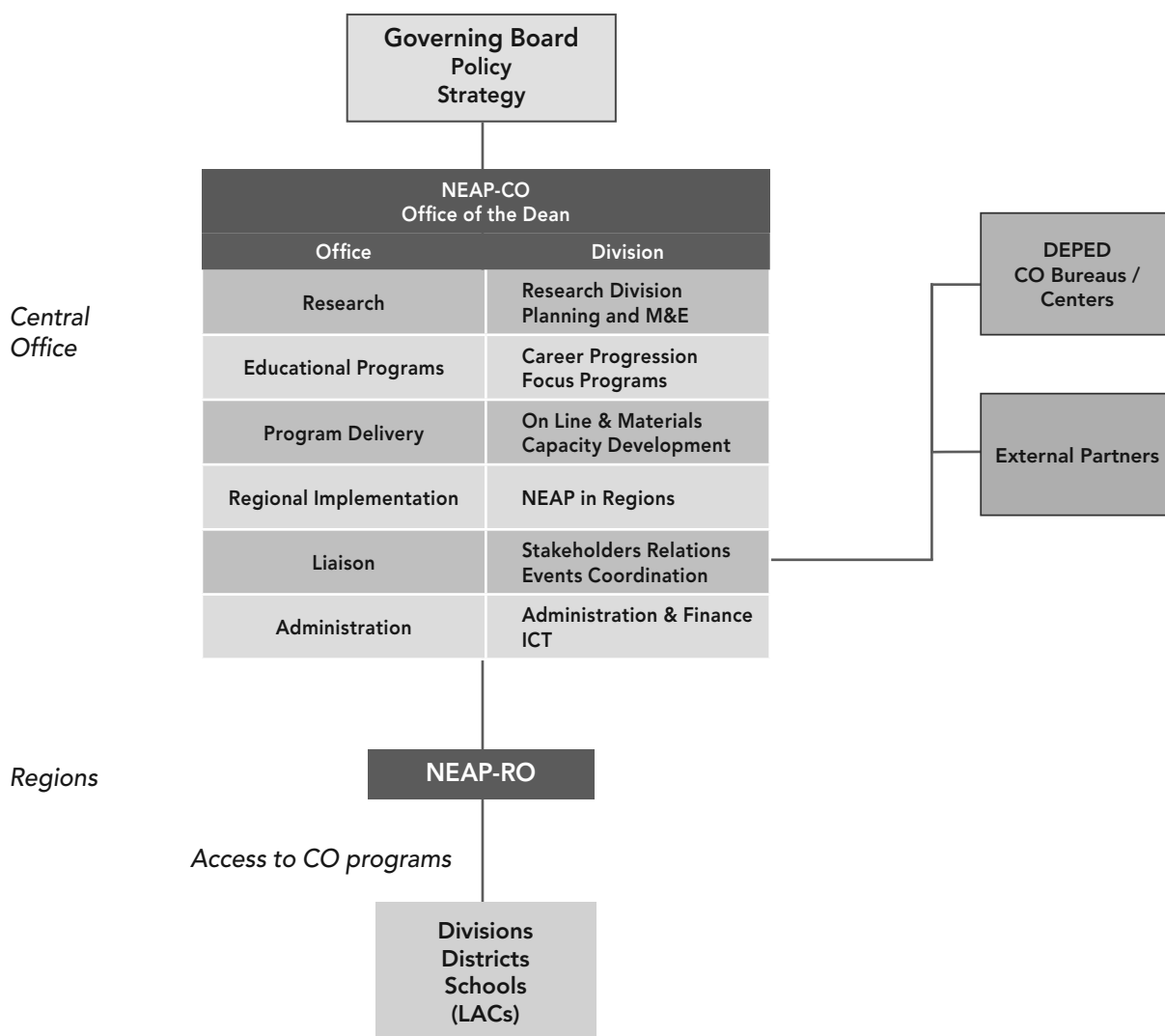


Figure 2: NEAP Professional Learning Ecosystem

Program transformation

While Central Office Bureaus withdraw, NEAP in turn will consolidate work on the provision of professional development training.

The main anchor of the program for teacher professional development will be the *Philippine Professional Standards for Teachers (PPST)*. The PPST consists of thirty-seven teaching areas or strands organized in seven domains of: Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; Assessment and Reporting; Community Linkages and Professional Engagement; and Personal Growth and Professional Development.

A similar Professional Standards is also being developed for School Leaders.

With the PPST as anchor, along with the upcoming Professional Standards for School Leaders, the NEAP shall develop a comprehensive Professional Development Program for teachers and school leaders, to include the following components:

1. A Teacher Induction Program for all newly hired teachers;
2. Career Progression Courses or Training across the PPST domains and strands for teaching;

3. Career Progression Courses or Training for school leadership;
4. An assessment system at various stages of the program, including diagnostic, formative, and summative assessments to assess the progress of teachers and school leaders, as well as system or large-scale assessment to evaluate the effectiveness of the programs;
5. A certification system for successful completion of programs, as well as accreditation and recognition system for professional development acquired outside DepEd;
6. A digital registry of all teachers and their professional training record.

The programs shall be delivered through various modalities. As mentioned earlier, the NEAP shall have a training faculty to deliver the programs through face-to-face, online, distance, blended, and self-directed learning. There will also be accredited programs delivered through partner teacher education institutions (TEIs) and other relevant institutions of learning, or in combination.

The professional development programs shall be linked to career progression and promotions system. (See Figures 3 and 4.)

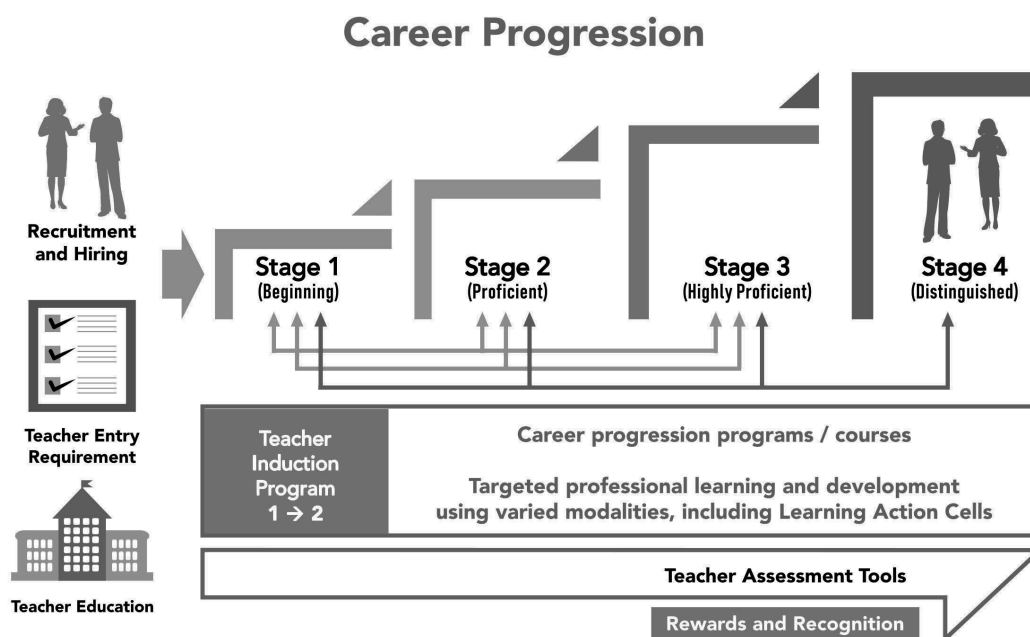


Figure 3: NEAP Programs in Relation to PPST Career Progression

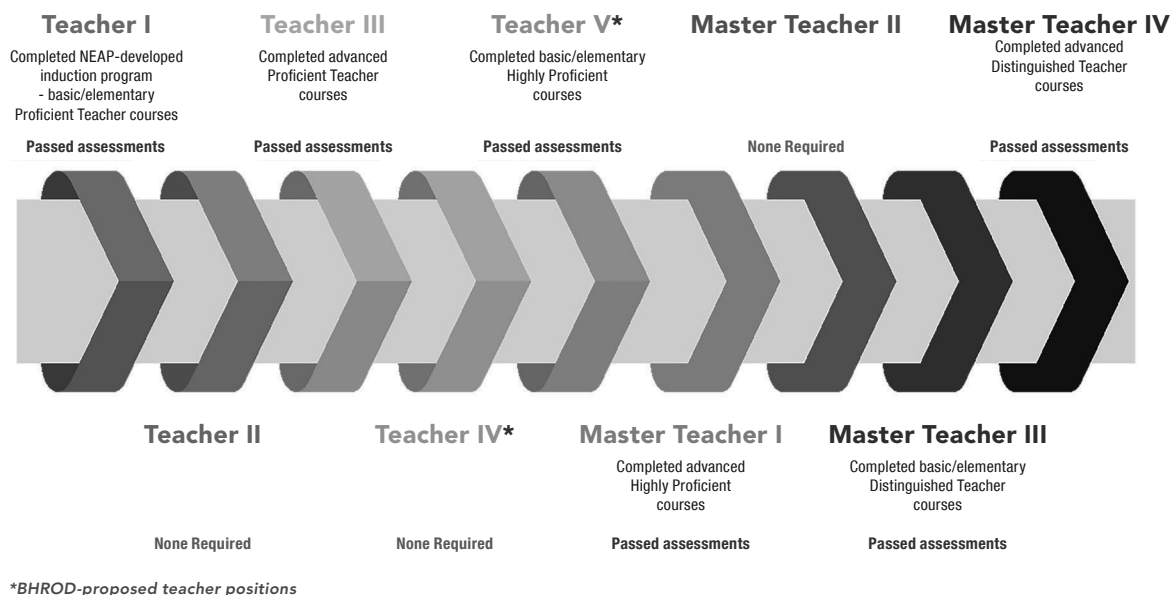


Figure 4: NEAP Programs’ Alignment with Teacher Positions and Promotions

The organizational transformation of NEAP, integrated governance, programs, delivery, and professional learning ecosystem, shall constitute DepEd’s Learning and Delivery (L&D) system. The transformed NEAP will have an integrative role that will ensure an L&D framework that is system-wide, evidence-informed, standards-based and multi-level, but part of a single, unified system.

Going back to its roots

In a big way, the transformation of NEAP takes it back to its roots. NEAP finds its origin from Presidential Letter of Instructions No. 1487 issued December 10, 1985, titled “Institutionalizing a Revitalized Program of Teacher In-Service Training in the Public Schools”.

LOI No. 1487 mandated the then Ministry of Education, Culture and Sports (MECS) and the Office of the Budget and Management 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, 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 functions” (p. 2).

The training organization to be created shall

include among its components a “National Education Learning Center (NELC) at Teachers’ Camp in Baguio City which 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 field of educational innovation and management” (p. 2). Regional Education Learning Centers (RELCs) in each region or sub-region shall also be established to undertake actual training activities for participants from various schools divisions within the region. It adds that the ‘trainers’ 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” (p. 3).

Administrative Order No. 282 issued by the President on May 27, 1992 renamed the NELC as the National Educators Academy of the Philippines and expanded its functions to include the development of school managers and leaders.

The impact we foresee

As stated earlier, a well-functioning, transformed NEAP will be a key institution to facilitate a major upgrade in the quality of our teachers, and in turn result in the deepening of the quality of the graduates of K to 12. Among the impact that we envision are the following:

1. *No more “Bagsakan Center” for trainings*

With many Bureaus designing and providing teacher trainings, the current professional learning comprises uncoordinated and supply-driven activities that have uneven quality and impact. It also results in scheduling conflicts and subject matter overlaps on the ground.

The Regional Directors - members of the Task Force had a term for the situation: *Bagsakan Center*, referring to schools ultimately becoming the catch basin for the many training activities organized by many Bureaus. This situation is shown in Figure 5.

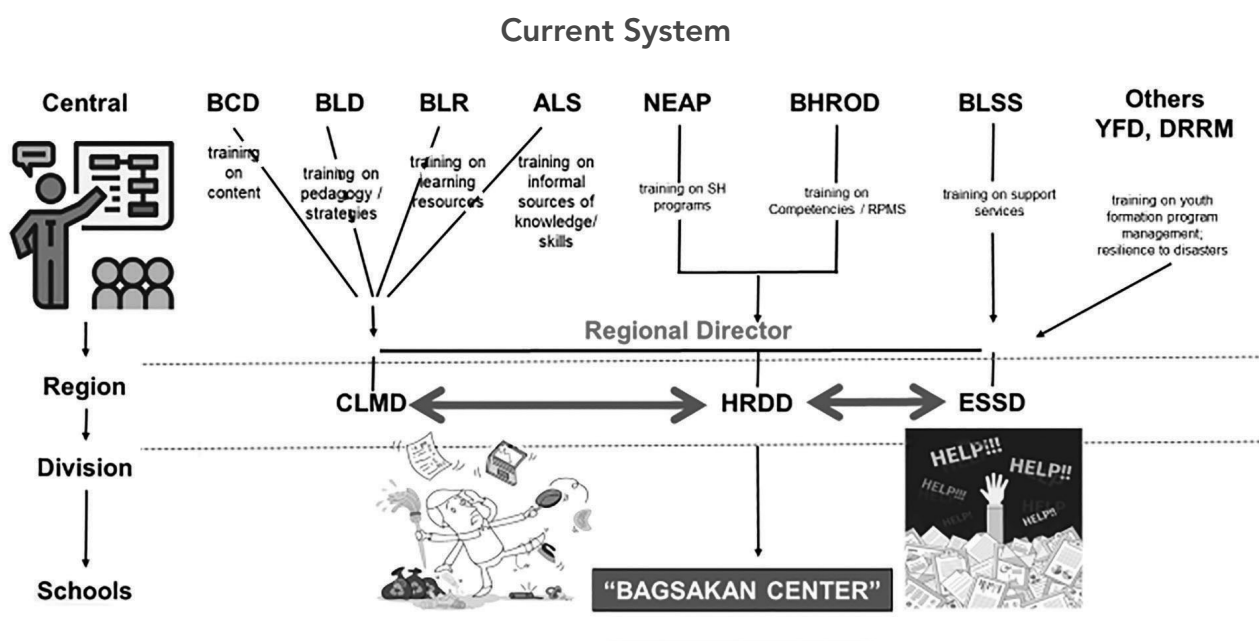


Figure 5: Schools as “Bagsakan Center” for Trainings by Central Office Bureaus

With the NEAP transformation, the professional development trainings and programs shall be integrated and streamlined, and will be properly coordinated administratively with the Regional offices.

2. *Professional development programs shall be programmatic and accountable.*

The professional development programs shall be strategic, integrated and programmatic, instead of the current ad-hoc and fragmented system. With a unified governance system, there will be greater accountability in the programs. In contrast, under the present system, local

units are compelled to participate in often unrelated training programs developed by various focal persons across bureaus.

3. *Financial resources for trainings shall be utilized efficiently.*

Efficiencies can be realized from the reduction of overlaps, rationalized scheduling, targeted participation (instead of mass training), and innovative delivery modalities. Partnerships can also result in cost sharing for mutually beneficial programs, such as with HEIs. Ultimately, the efficiencies will be in the positive and palpable impact on teacher professional development.

4. *The database for professional development shall be consolidated.*

Alongside the integration of the program is the consolidation of the database for professional development. This will allow the tracking of professional development programs received, and performance by each teacher. In turn, it will generate important data for the planning of programs and targeting of teachers.

5. *Training programs will be directly linked to career progression and promotion.*

The metrics for professional development under the current fragmented system is not clear. In contrast, the programs of the transformed NEAP will be aligned to the career progression and promotion system of DepEd.

6. *Talents within DepEd can be mobilized and maximized.*

With the vetted faculty system under NEAP, DepEd can mobilize and maximize DepEd talents in the field to serve as trainers, instructors or coaches for the program. Among these will be DepEd's Master Teachers, winners of teacher awards, and school leaders at the school, Division and Region levels.

In closing, the NEAP transformation is an ambitious reform initiative, but one that is necessary. It responds to the challenge of addressing the quality of education in the country, by expanding the policy space and resources for a structured professional teacher development program. A strategic and systematic professional development program will develop greater pride among teachers, rejuvenate their motivation, foster innovative instruction, and inspire better engagement with learners in the classroom.

Ultimately, the Secretary's vision is for the NEAP transformation to be a key pillar in upgrading the quality of basic education in the Philippines.

Part III:

REPORT OF THE TASK FORCE



ACKNOWLEDGEMENTS

THE TASK FORCE acknowledges the active engagement of Undersecretary Jesus Lorenzo R. Mateo in the discussions and development of this report. We also acknowledge Undersecretary Lorna Dig-Dino for the contributions she made in the shaping of the RCTQ Report on NEAP Transformation, which was the base document used by the Task Force in coming up with this Detailed Design Report.

We are grateful to the Australian Embassy in Manila for supporting this work. We thank Ms. Francesca-Lawe Davis, First Secretary-Development, as well as Mr. Nelson Ireland and Ms. Ester Roxas.

We also thank BEST Team Leader, Alison Atwell, for facilitating the project within the Basic Education Sector Transformation Program. We also appreciate the support of Ms. Hazel Aniceto, Deputy Director, as well as Ms. Krupskaya M. Añonuevo and Ms. Merle Tan, BEST Advisers. We also thank Ms. Armida Elaine Umali for her presentation of the Learning and Development Framework to the Task Force.

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From other DepEd offices:

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The NEAP Transformation Task Force

March 2019

NEAP TASK FORCE



SUMMARY OF THE RECOMMENDATIONS OF THE TASK FORCE

THE TASK FORCE adopts recommendations within the National Educators Academy of the Philippines – Transformation Study Report to transform and upscale NEAP. Task Force members see the recommendations as an essential step to better meet the professional learning needs of classroom teachers and school leaders.

For the detailed design of a transformed NEAP, the Task Force recommends that:

1. The NEAP be reorganized with a direct line of management to the Secretary. The various components of NEAP (NEAP-Central Office (CO), NEAP-Regional Office (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. It should have a structure that is consistent with, and necessary for, addressing the range of functions proposed for NEAP to make it more responsive to the needs of classroom teachers and school leaders, and strengthen the Academy to fulfil its original intention.
2. The proposed staffing, that is, the numbers of staff, the position titles, preferred qualifications and role descriptions set out in Recommendation 2 of this report be adopted as the basis for capacitating the transformed National Educators Academy of the Philippines. This will provide NEAP with the capacity needed to address the professional learning needs of teachers and school leaders. Further, the Task Force recommends that the position descriptions presented be used as the basis of negotiation with the Department of Budget Management (DBM) and the Civil Service Commission (CSC).
3. The NEAP take charge of the design, development and delivery of programs supporting teachers and school leaders.⁵ These will include Teacher Induction Program (TIP), career progression programs and special programs. Further, the Task Force recommends that NEAP adopt a professional learning ecosystem approach to engage internal and external stakeholders including COEs and CODs, and take an integrative role in the professional learning and development of classroom teachers and school leaders.

⁵ The Secretary expressed at the February 21, 2019 meeting with the Task Force that the training function of the Bureau of Learning Development (BLD) would be absorbed by NEAP. NEAP will be consulting with the Bureaus, and can invite Bureau staff as lecturers.

4. The NEAP manage a vetted faculty that come from master teachers, teacher-awardees, university academics or fellows, and deliver programs through face-to-face, online, distance, blended, and self-directed learning, among others.

5. A four-phase implementation plan, supported by change management and communication strategies, towards full operationalization be implemented. The work in all phases needs to be championed through the active participation of senior DepEd personnel at the national and regional levels.

6. The NEAP transformation be phased and budgeted over a three-year transition period.

In addition to the broad recommendations above drawn from this Report, the Task Force further recommends that:

7. The Secretary of Education may later on, when the situation is already ripe for it, recommend to the President of the Philippines to issue an Executive Order that recognizes the new NEAP as an attached agency with a lateral relationship with the Department of Education. A statute can possibly evolve out of this Executive Order that gives more permanence to this landmark policy reform initiative that seeks to enhance the quality of teachers and school leaders in the Philippines.

The detailed design to transform NEAP is discussed in the succeeding Sections.

FACED WITH a significant expansion of the public school system by the mid-1980s, Letter of Instructions No. 1487, which set out a plan to revitalize teachers' professional learning, was issued on 10th December 1985. The Letter of Instructions (LOI) set out a number of structures to support professional learning in the Philippines. These included:

- a National Education Learning Center (NELC);
 - Regional Education Learning Centers (RELCs) in each Region/sub-Region; and
 - Decentralized Learning Resource Centers at Division, District and School Levels.
- a. The NEAP to take charge of the design, development, and delivery of the professional development of teachers and school leaders.
- b. The NEAP to improve the delivery methods of professional development by reducing reliance on the cascade model, and using appropriate strategies such as distance learning, technology-assisted delivery, blended education, and using a range of pedagogical approaches.
- c. The NEAP to have the capacity to undertake and foster research to support its activities, and to increase research-based knowledge and practice in professional development.
- d. The Bureau of Human Resource and Organizational Development (BHROD), in turn, shall focus on non-teaching personnel.
- e. In terms of leadership and governance, the NEAP should have high level and visionary leadership, and expanded scale and staffing.

A subsequent Administrative Order and related agency issuances 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,' respectively. NEAP as it is presently configured is the result of successive changes that responded to specific needs at specific times.

Following recent reforms in Philippine education, such as the introduction of the K to 12 curriculum, the shift to outcomes-based education and the adoption of the *Philippine Professional Standards for Teachers* (PPST), NEAP now faces another time of change.

Based on the findings of the NEAP Transformation Study Report (RCTQ, 2018), the Secretary of Education, Leonor Magtolis Briones, issued on 15th October 2018 Office Memorandum 2018-0016: Creation of Task Force on National Educators Academy of the Philippines Transformation. The Task Force was directed to consider the following reforms:

- a. The NEAP to be re-constituted as an attached agency within DepEd with a direct line of management to the Secretary. The various components of NEAP (NEAP-Central Office (CO), NEAP-Regional Office (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.

This report (*NEAP Detailed Design Report*) presents to the Secretary of Education recommendations for the second stage of the process in the transformation of the National Educators Academy of the Philippines (NEAP). It builds on the first report to the Secretary titled, the *National Educators Academy of the Philippines – Transformation Study*, which set out 24 recommendations for transforming NEAP to fulfil its potential as a full-service academy.

The Task Force membership is provided in Table 1-1.

Table 1-1: Task Force Membership

Chair	
Atty. Nepomuceno A. Malaluan	<i>Undersecretary and Chief of Staff, DepEd</i>
Members	
DepEd	RCTQ-SiMERR
Dir. Jocelyn D.R. Andaya <i>Director IV, BCD</i>	Dr. Gina O. Gonong <i>Director, RCTQ</i>
Dir. Leila P. Areola, <i>Director IV, BLD</i>	Professor John Pegg <i>Director, SiMERR, and Co-Director, RCTQ</i>
Dr. Arturo B. Bayocot <i>Regional Director, Northern Mindanao</i>	Dr. Joy Hardy <i>Deputy Director, SiMERR National Research Centre</i>
Dr. Shirley S. Bulosan <i>HRD Division Chief, Region XII</i>	Assoc. Professor Juan Miguel M. Luz <i>Asian Institute of Management, Consultant</i>
Dir. Wilfredo E. Cabral <i>Regional Director, National Capital Region</i>	Dr. Bruce Mowbray <i>Consultant</i>
Mr. Joseph A. Estigoy <i>Principal III, Lucban Elementary School, Baguio City</i>	
Dr. Ernani S. Fernandez, Jr <i>Master Teacher II, Palo National High School</i>	
Dr. William S. Gando <i>Schools Division Superintendent of Naga City, Region V</i>	
Dr. Runvi V. Manguerra <i>Executive Director II, TEC Secretariat</i>	
Dir. Roger B. Masapol <i>Director, Planning Services</i>	
Ms. Ma. Lourdes D. Pantoja <i>Former Director IV, BHROD</i>	
Dr. Rita E. Riddle <i>Schools Division Superintendent, Makati – NCR</i>	
Ms. Bernadette S. Sumagui <i>Principal II, Malabag National High School, Cavite</i>	
Dr. Diosdado P. San Antonio <i>Regional Director, CALABARZON</i>	
Dir. John Arnold S. Siena <i>Director IV, NEAP</i>	
Dr. Harvie D. Villamor <i>HRD Division Chief, Region VIII</i>	
Resource Person	
Dir. Abram Y.C. Abanil	<i>Director, ICTS</i>
Ms. Jennifer E. Lopez	<i>OIC-Director, BHROD</i>
Legal Consultant	
Atty. Magtanggol T. Gunigundo I	

The Task Force met on four occasions in the course of its work.

The recommendations provided in this Report focus on the seven outputs (Outputs 1 to 7) as indicated in OM-OSEC-2018-0016.

1. The scale of the NEAP-CO and NEAP-RO, in terms of dedicated staff;
2. The position titles, position levels, and role descriptions of staff for NEAP-CO and NEAP - RO;
3. 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;
4. The core program of NEAP and strategy for its delivery (such as the pool and qualifications of faculty/instructors);
5. The budget implications of the transformation;
6. A communication strategy and plan; and
7. Other relevant outcomes.

While these Outputs are stated as independent elements of the design in this Report, they are interrelated. For example, the budget implications, staffing and impact on the staffing, structure and outcomes of DepEd Bureaus and Regional Offices are contingent upon the NEAP's core programs and delivery strategies.

This Report expounds on these outputs in the following Sections.

THE PREVIOUS REPORT, *The National Educators Academy of the Philippines Transformation Study: Final Report*, outlined a proposed system to transform the National Educators Academy of the Philippines (NEAP) in executing its function as the principal agency for the professional development of teachers and school leaders in the Philippines. The Executive Summary, including all recommendations can be found in Appendix A.

The current 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 utilized efficiently and that they contribute in the longer run to improvements in school effectiveness leading to greatly-improved student-learning achievement.

The *Philippine 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 current development of the *Philippine Professional Standards for School Heads* (PPSSH) and *Philippine Professional Standards for Supervisors* (PPSS) will further broaden the importance of a Transformed NEAP. These sets of Professional Standards will assist NEAP in the design and delivery of in-service professional development, and, through integrated monitoring and evaluation procedures, provide for accountability.

The proposed integrated system proposed would enable NEAP to strengthen schooling at a national level through the planning and delivery of professional development activities for classroom teachers and school leaders, which comprise head teachers, principals, supervisors, assistant school superintendents, superintendents, assistant regional directors and regional directors.

2.1 Teacher Quality Lens

Current international best practice concerning education provision is focused on the quality of teachers and school leadership. International research evidence shows unequivocally that

teacher quality and perceptive school leadership are vital ingredients in raising student achievement. However, there is also evidence that teachers and school leaders alone cannot bring about substantive changes. The quality of teaching and teachers cannot exceed:

- the quality of the work organization in which teachers find themselves;
- the quality of teacher selection and education;
- the quality of teacher careers; and
- the quality of teacher evaluation. (Schleicher, 2011, p.10)

The implication of this quote is that teacher quality is a whole-of-system responsibility. Hence, as a priority, the DepEd needs to address important issues associated with teacher quality, including the findings of Teacher Development Needs Study (TDNS) conducted by RCTQ.

2.2 Reasons for Transforming NEAP

The Task Force deliberations point to a number of reasons for transforming NEAP. The following discussion summarizes these.

2.2.1 Presidential and Agency Issuances

The *NEAP Transformation Study Report* detailed the chronology of presidential and agency issuances from the initial establishment of the National Education Learning Center (NELC) in 1985, and the establishment of the Regional Education Learning Centers (RELCs) in 1987, through to the present-day

NEAP/NEAP-RO institutional structure. The history is one of unrealised potential, mainly because of lack of capacity, and competition from bureaus and offices for the development and delivery of professional learning programs.

In its current form, NEAP-CO's role is limited to:

- the provision of leadership development programs; and
- allocation of Human Resource Training and Development (HRTD) funds.

Further, at the regional office, NEAP-RO responsibilities have been integrated predominantly with those of Human Resources and Development Division (HRDD). In many instances the name NEAP-RO is synonymous with the Regional Training Center or RELC.

The transformation of NEAP is intended to strengthen its capacity to develop and deliver professional learning for classroom teachers and school leaders, as provided in its charter.

2.2.2 Streamlining Professional Learning Development and Provision

Despite the implementation of policies and systems such as the Training and Development (T&D) Framework, current provision of professional learning within DepEd is relatively uncoordinated, supply-driven, and with uneven quality and impact.

Figure 2-1 below characterizes the multiplicity of training programs that flow from Central Office bureaus and offices to the regions, divisions and schools. The consequences of this largely uncoordinated system are felt predominantly within divisions and schools. Much of what flows through ends up with divisions and schools that become the 'Bagsakan Center' or catch basin of training.

2.2.3 Changing Priorities

The need to support the implementation of K to 12 and the subsequent reframing of the curriculum have underpinned the provision of professional learning over the past five years. Clearly, the capacity to address these priorities was beyond the capacity of NEAP, and responsibility for this work has rested largely with the Bureau of Curriculum Development (BCD) and the Bureau of Learning Delivery (BLD).

Philippine Professional Standards for Teachers (PPST)

With K to 12 curriculum in place now, the priority for professional learning is shifting from curriculum support to the broader priority of supporting teachers' career progression across the career stages of the PPST.

The PPST provides a framework for raising the capacity of teachers across 37 teaching areas or strands organized in seven domains.

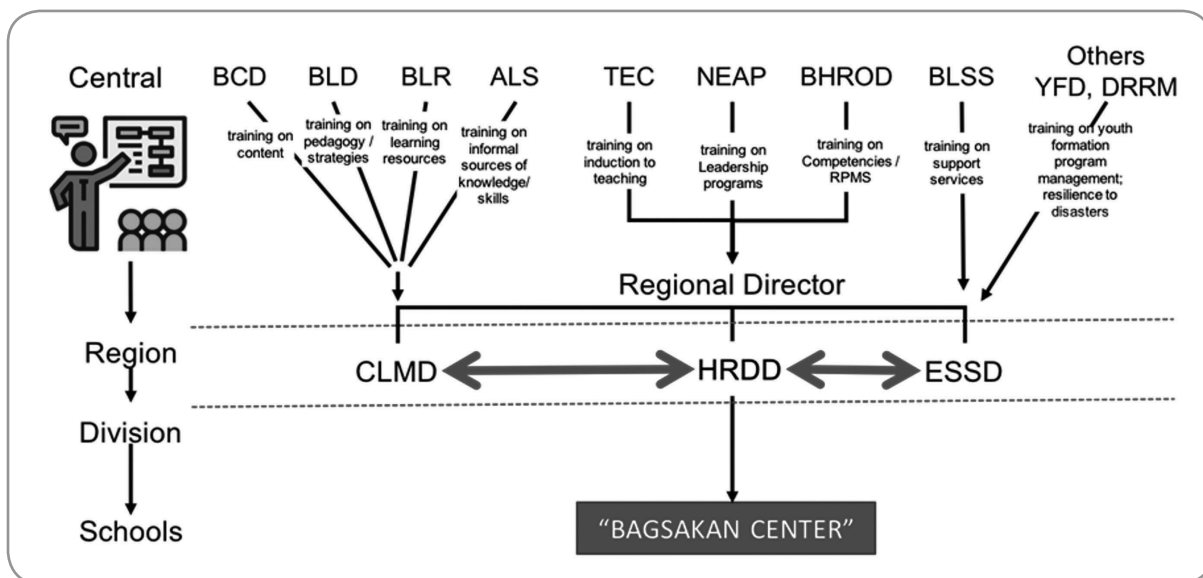


Figure 2-1: Schools as "Bagsakan Center" for Trainings by Central Office Bureaus

Domain 1, Content Knowledge and Pedagogy, consists of seven strands:

1. Content knowledge and its application within and across curriculum areas
2. Research-based knowledge and principles of teaching and learning
3. Positive use of ICT
4. Strategies for promoting literacy and numeracy
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
6. Mother Tongue, Filipino and English in teaching and learning
7. Classroom communication strategies

Domain 2, Learning Environment, consists of six strands:

1. Learner safety and security
2. Fair learning environment
3. Management of classroom structure and activities
4. Support for learner participation
5. Promotion of purposive learning
6. Management of learner behavior

Domain 3, Diversity of Learners, consists of five strands:

1. Learners' gender, needs, strengths, interests and experiences
2. Learners' linguistic, cultural, socio-economic and religious backgrounds
3. Learners with disabilities, giftedness and talents
4. Learners in difficult circumstances
5. Learners from indigenous groups

Domain 4, Curriculum and Planning, consists five strands:

1. Planning and management of teaching and learning process
2. Learning outcomes aligned with learning competencies
3. Relevance and responsiveness of learning programs
4. Professional collaboration to enrich teaching practice
5. Teaching and learning resources including ICT

Domain 5, Assessment and Reporting, consists of five strands:

1. Design, selection, organization and utilization of assessment strategies
2. Monitoring and evaluation of learner progress and achievement
3. Feedback to improve learning
4. Communication of learner needs, progress and achievement to key stakeholders
5. Use of assessment data to enhance teaching and learning practices and programs

Domain 6, Community Linkages and Professional Engagement, consists of four strands:

1. Establishment of learning environments that are responsive to community contexts
2. Engagement of parents and the wider school community in the educative process
3. Professional ethics
4. School policies and procedures

Domain 7, Personal Growth and Professional Development, consists of five strands:

1. Philosophy of teaching
2. Dignity of teaching as a profession
3. Professional links with colleagues

4. Professional reflection and learning to improve practice
5. Professional development goals

While the standards maintain a focus on strong subject content and pedagogic knowledge, they seek to strengthen and expand teachers' knowledge, skills and capacities across a broad range of practice areas.

Philippine Professional Standards for School Heads (PPSSH)

In the coming months, the sets of professional standards for school heads and supervisors will also be available to support leaders in schools, divisions and regions.

The current drafts indicate five Domains for School Heads comprising 32 strands, and four Domains for Supervisors comprising 20 strands.

Domain 1, Leading Strategically, consists of seven strands:

1. Vision, mission and core values
2. Policy review and implementation
3. School planning and implementation
4. Research to improve school performance
5. Programs, projects, and activities
6. Learner voice
7. Monitoring and evaluation processes and tools

Domain 2, Managing School Operations and Resources, consists of six strands:

1. School data and information
2. Financial management
3. School facilities and equipment
4. Management of staff
5. School safety for disaster preparedness, mitigation, and resiliency
6. Emerging challenges and opportunities

Domain 3, Focusing on Teaching and Learning, consists of seven strands:

1. School-based curriculum review and contextualization
2. Teaching standards and pedagogies
3. Teaching performance feedback
4. Learning assessment
5. Learning environment
6. Learner discipline
7. Career awareness and opportunities

Domain 4, Developing Self and Others, consists of eight strands:

1. Personal and professional development
2. Professional reflection and learning to improve practice
3. School personnel and office performance management
4. Learning and development of school personnel
5. Developing leadership in individuals and teams
6. Leading organizations within the school
7. Rewards and recognition
8. General welfare of school personnel

Domain 5, Building Connections, consists of four strands:

1. Managing diverse relationships
2. Inclusive practice
3. Communication
4. Community engagement

Philippine Professional Standards for Supervisors (PPSS)

For Supervisors the four Domains are:

Domain 1, Supporting Curriculum Management and Implementation, consists of six strands:

1. Curriculum Implementation
2. Curriculum Innovation
3. Curriculum Contextualization
4. Learning Resource Development
5. Learning Resource Management
6. Learning Outcomes Assessment

Domain 2, Strengthening Shared Accountability, consists of three strands:

1. Educational Development Plan Operationalization
2. Technical Assistance Provision
3. Policy Review and Recommendation

Domain 3, Fostering a Culture of Continuous Improvement, consists of six strands:

1. Support for Instructional Leadership
2. ICT-based Innovations
3. Culture of Research
4. Communities of Practice
5. Communication Platforms
6. Partnerships and Linkages

Domain 4, Developing Self and Others, consists of five strands:

1. Rewards and Recognition Mechanism
2. Learning and Development
3. Professional Networks
4. Professional Development
5. Professional Reflection to Improve Practice

Fundamental to the changed priorities offered by the PPST, PPSSH, and PPSS is the need to shift from the predominantly mass training models used to support curriculum change to systems that include targeted programs that enable schools, teachers, school leaders and supervisors to address their unique needs.

2.2.4 Changing Delivery Modalities

To date, professional learning has been predominantly delivered through the train-the-trainer model. Although this model is effective in supporting widespread systemic change, it is expensive from a resource perspective and can lead to the message being diluted as it cascades down through the system.

A specific criticism of the current train-the-trainer model is that the timing for funding approval is not synchronized with the opportunities to deliver professional learning. In many cases the late approval of funding leaves little time to deliver programs within the funding period.

Consequently, there is a need to broaden modalities beyond face-to-face delivery, to include opportunities for on-line learning, distance and blended programs, and to develop a clearinghouse to improve access to the expanded opportunities.

2.2.5 Expanding the Range of Providers

The transformation is also intended to leverage the capacity of other organizations such as university Centers of Excellence (COEs) and Centers of Development (CODs), and private providers of professional learning to deliver relevant quality professional learning for classroom teachers and school leaders. A transformed NEAP would provide focus in consultation and collaboration with such organizations to increase the availability of programs, including master classes.

2.3 Understanding Need and Impact

The proposed transformation will provide NEAP with the ability to capture data on participation in professional learning to inform career progression of teachers, school heads and supervisors along the Professional Standards. It will do this through the establishment of an Educational Management Information System (EMIS), which will track participation in programs and courses and their relevance to the strands of the relevant Professional Standards.

- Governance**
- Strategic Direction
 - Financial oversight
 - Risk Management

- Leadership**
- PL, QA and Certification policy
 - PL Standards
 - Executive Support

- Collaboration**
- Networking
 - Event management

- Program delivery:**
- Online programs
 - Distance education and blended programs
 - Support for mentors, coaches and trainers
 - PL clearinghouse

- Education Program**
- Design of PL programs for teachers: TIP, career progression, special programs, others
 - Design of PL programs for school leaders: career progression, special programs, others

- Administrative support & systems:**
- Finance and Administration systems
 - EMIS – PL participation data base
 - PL – Clearing house

Recommendation 1

Proposed Structure of the Transformed NEAP

Education Programs Office

Career Progression Division

Online Materials

NEAP in Regions Division

Stakeholder Relations Division

Focus Programs Division

II NEAP, RIO

technical

Liaison and Evaluation Unit

3

GIVEN ITS CURRENT limited scale and the need to expand professional learning provision to the nearly 800,000 classroom teachers and school leaders in DepEd, there is a need to strengthen NEAP in terms of its structure and staff complement.

- 1.1 The Task Force recommends that NEAP be reorganized with a direct line of management to the Secretary. The various components of NEAP (NEAP-Central Office (CO), NEAP-Regional Office (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. It should have a structure that is consistent with, and necessary for, addressing the range of functions proposed for NEAP to make it more responsive to the needs of classroom teachers and school leaders, and strengthen the Academy to fulfill its original intention. The transformed NEAP will:
- a. Provide strategic leadership, planning and governance – **Governing Board**;
 - b. Enable a research-focused approach to the development, delivery and evaluation of professional learning programs – **Research Office**;
 - c. Strengthen DepEd’s capacity to develop professional learning programs and deliver a range of programs – **Education Programs Office**;
 - d. Broaden the range of modalities and andragogic approaches to deliver programs – **Program Delivery Office**;
 - e. Provide for collaboration and quality assurance – **Liaison Office**;
 - f. Enable the capture of professional-learning participation data – **Administration Office**; and
 - g. Provide system-wide coordination – **Regional Implementation Office**.

3.1 Historical Development of NEAP

NEAP-CO, as it is presently configured, is the result of a progressive series of changes in its structure and position in the Department of Education. Figure 3-1 illustrates the development of the organizational structure of the original National Education Learning Center (NELC) from its inception under Letter of Instructions No. 1487 in 1985 and its elaboration in 1987. LOI 1487 (1985) instructed the Ministry of Education, Culture and Sports (MECS) to 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" (p. 3). These are illustrated in orange to signify their optional status.

The organizational structure and governance of the RELCs 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.

Administrative Order No. 282, s. 1992 renamed NELC 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).

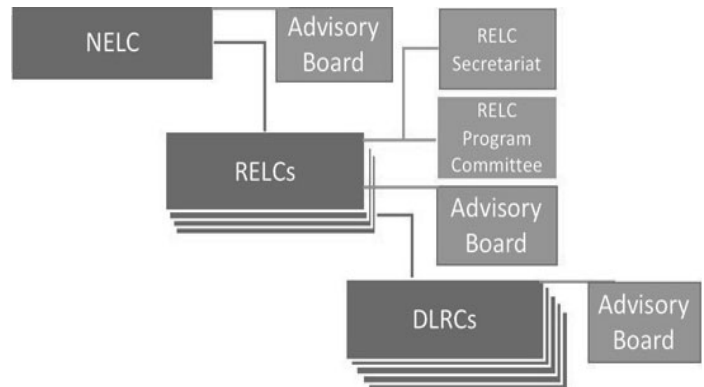


Figure 3-1: Organizational Structure Established by LOI No. 1487, s. 1985 and DECS Order No. 30, s. 1987

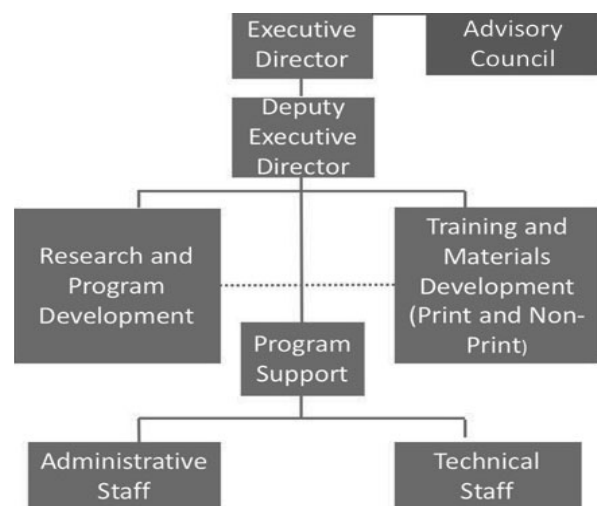


Figure 3-2: NEAP-CO Organizational Structure Established by Administrative Order No. 282, s. 1992 and DECS Order 25, s. 1997

DECS Order 25, s. 1997, among other things, 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.

The establishment of NEAP in the Region through DO 111, s. 2009 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).

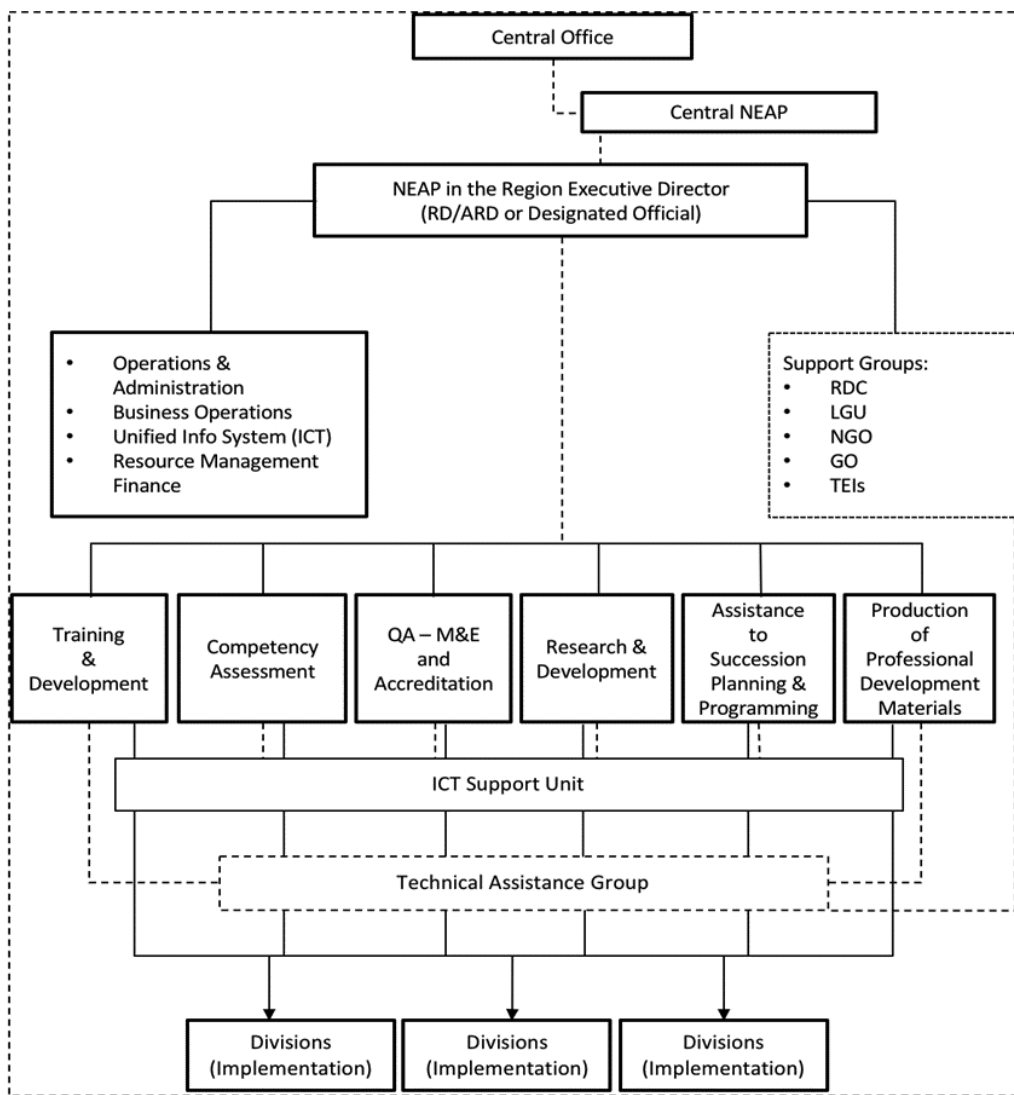


Figure 3-3: Organizational Structure Diagram
(Source: DepEd Order 111, s. 2009, Enclosure p. 10)

The Task Force noted that this organizational structure did not fully materialize in Central and all Regional Offices.

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. NEAP-CO was placed within the Governance and Operations Strand (Figure 3–4). The following year, DepEd Memorandum 118, s. 2016 placed NEAP within the Curriculum and Instruction Strand.

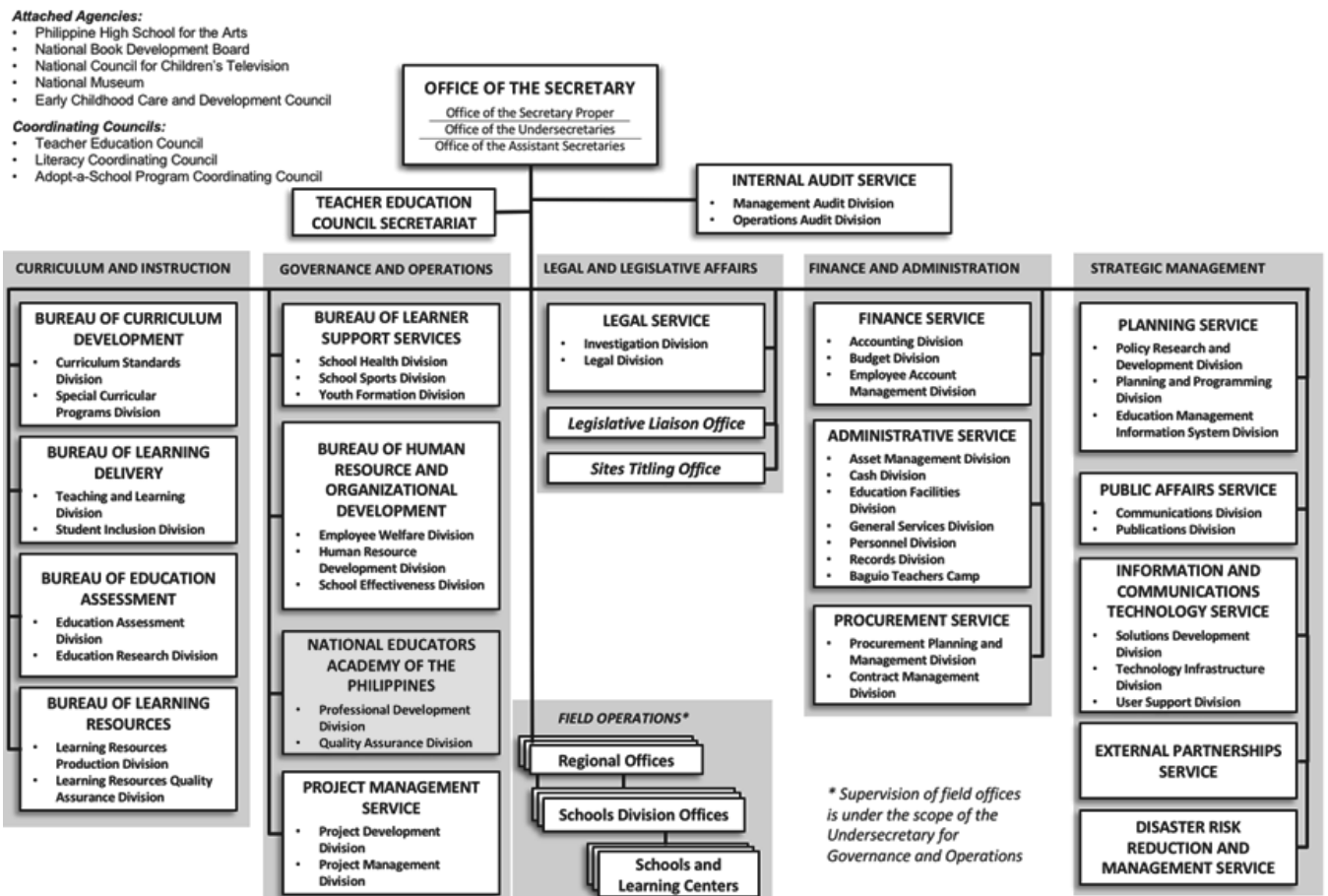


Figure 3–4: Department of Education – New Central Office Structure
(Source: DO 52, s. 2015, Enclosure 2, p. 1, highlight added)

3.2 Proposed NEAP-CO Structure

1.2 The Task Force recommends the adoption of the organizational structure for NEAP, set out in Figure 3–5. This diagram shows seven Offices namely: Office of the Dean, Regional Implementation, Education Programs, Program Delivery, Liaison, Research, and Administration.

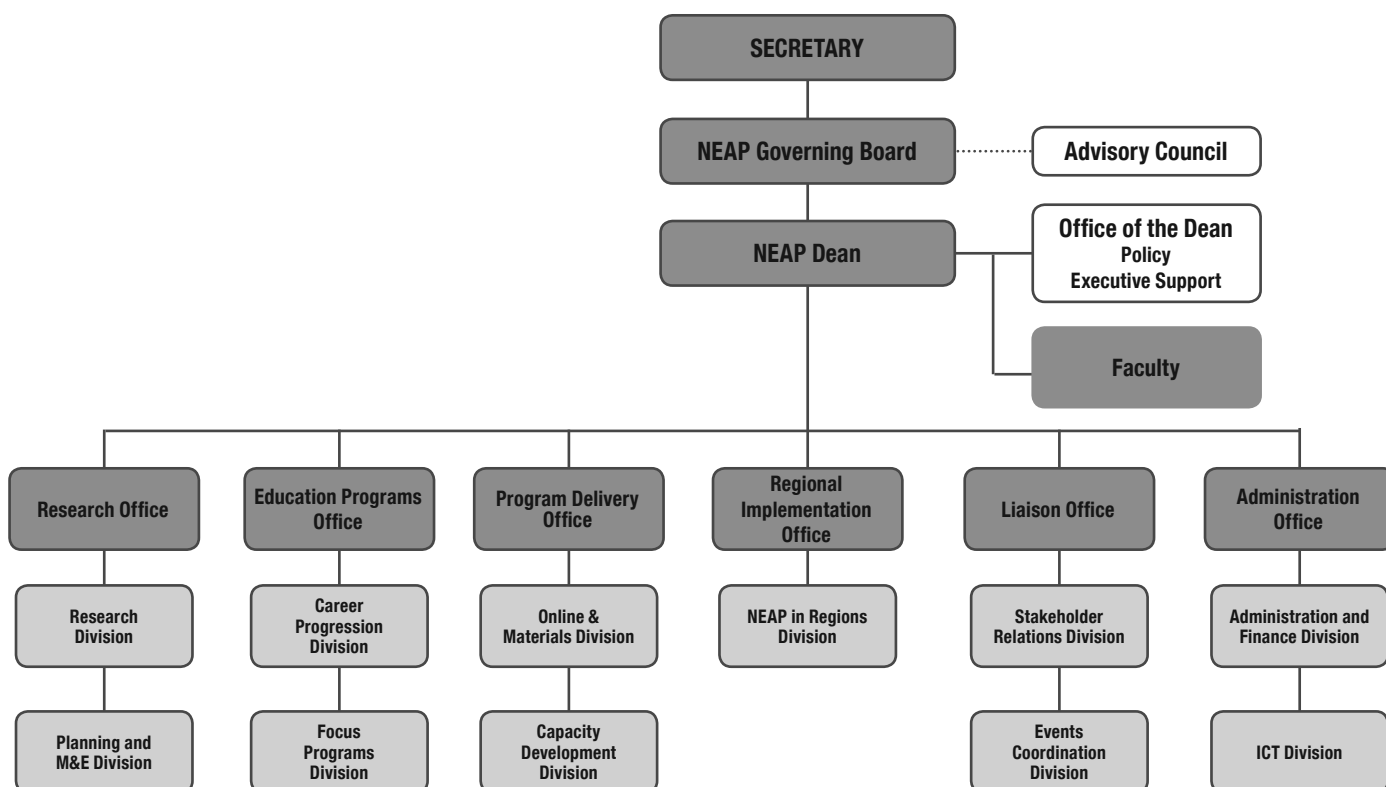


Figure 3–5: Proposed Organizational Structure – NEAP-CO

3.2.1 Governing Board

A **Governing Board** shall be responsible for the governance of NEAP. The Board will:

- a. provide strategic policy and planning;
 - b. undertake financial and risk management; and
 - c. meet on a quarterly basis.
- The Board is to have high-level and strategic membership, to include; for example:
- a. Secretary of Education (Chair);
 - b. Undersecretary for Planning and Field Operations;
 - c. Undersecretary for Curriculum and Instruction;
 - d. Dean;
 - e. a nominee of CHED;
 - f. a representative of the Professional Regulation Commission (PRC); and
 - g. a representative of the Department of Budget and Management (DBM).

3.2.2 Advisory Council

The Board and NEAP shall be advised by an **Advisory Council** composed of 11 to 15 respected individuals in the field of education.

The responsibilities are:

- a. To advise on NEAP's programs;
- b. To meet on a quarterly basis; and
- c. To report through the Dean to the Governing 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, National Network of Normal Schools, Centers of Excellence, Centers of Development, (suggest 3); and
- d. Individuals with necessary academic credentials and gravitas; academic leaders/deans, individuals with international experience, former government officials (suggest 3).

The Secretary of Education can act as ex-officio chair to the council.

3.2.3 Chief Executive Officer

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

- a. Responsible for the day-to-day management and operations of NEAP;
- b. Executive officer of the Governing Board; and
- c. Co-chair of the Advisory Council.

3.2.4 NEAP Faculty

NEAP will establish and manage a broad training force of faculty across DepEd. This faculty will be responsible for technical assistance and face to face delivery of professional learning programs at the Central and regional levels. Faculty members

will comprise part-time and full-time NEAP trainers and a vetted pool of instructors drawn from among:

- a. Master teachers;
- b. National and international teacher-awardees;
- c. Accredited trainers;
- d. DepEd's qualified management and teaching force; and
- e. Higher Education Institution (HEI) faculty.

The Governing Board will be responsible for determining the qualifications and system for approval of faculty members.

3.2.5 Offices in NEAP-CO: Focus and Functions

The **Office of the Dean** comprises Policy and Executive Support sections.

The functions are:

- a. Providing oversight and day-to-day management of NEAP's operations;
- b. Leading the development of professional learning, quality assurance and certification policies; and
- c. Providing executive support for the Governing Board and Advisory Council.

Regional Implementation Office provides for two-way flow of information and policy to and from NEAP-CO and NEAP-RO concerning all aspects of NEAP's work.

The functions are:

- a. Coordinating the implementation of professional learning policy and programs across regions;
- b. Facilitating the development, implementation, and sharing of relevant regionally developed professional learning programs;
- c. Ensuring equitable access to programs across regions; and
- d. Coordinating the collection of regional professional learning participation and needs assessment data.

Education Programs Office comprises two Divisions:

- (i) The Career Progression Division focused on Teacher Induction, Career Stage development – at Proficient Teacher, Highly Proficient Teacher, and Distinguished Teacher Career Stages; and 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 the Alternative Learning System.

The functions are:

- a. Taking responsibility for the design of professional learning programs such as:
 - the TIP program;
 - career progression programs for classroom teachers;
 - development programs for school leaders; and
 - assessor training.
- b. Designing professional development programs to support and extend teachers' subject area content knowledge and pedagogy;
- c. Designing programs to support and extend teachers' skills and capacity in focus programs such as:
 - Gender and Development;
 - Learner Diversity; and
 - The Alternative Learning System (ALS).

In addition, the **Education Programs Office** will employ a range of adult learning approaches. These include:

- Session notes;
- Problem solving;
- Scenarios/simulations;
- Unstructured coaching and mentoring;
- Reflective journals;
- Workshops;
- Case studies;
- Colloquia; and
- The 4As.

Program Delivery Office 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, and direct delivery of trainings.

The functions are:

- a. Developing online programs;
- b. Developing distance education and blended learning programs;
- c. Supporting and developing the capacity of coaches, mentors and trainers;
- d. Delivering trainings;
- e. Maintaining a professional learning clearinghouse; and
- f. Monitoring the training delivery of the faculty.

Liaison Office 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 organizations.

The functions are:

- a. Coordinating program development and delivery;
- b. Liaising, networking, collaborating with internal and external stakeholders, including COEs and CODs; and
- c. Managing events.

Research Office comprises two Divisions:

- (i) Research Division; and
- (ii) Planning and M & E Division.

The research office is responsible for research and data analytics.

The functions are:

- a. Monitoring and Evaluation of programs;
- b. Conducting analysis of participation data;
- c. Planning based on research evidence to address professional learning needs; and

- d. Providing research to support program development (for Education Programs Office) and program delivery (Program Delivery Office).

- b. Providing data capture and information systems including a:
 - PL participation data base (EMIS)
 - Clearinghouse (LMS)

Administration Office comprises two Divisions:

- (i) Administration and Finance Division; and
- (ii) ICT Division focused on Data Services and Web Content.

The functions are:

- a. Working with Central Office in the provision of financial and administrative services to NEAP;

3.2.6 NEAP-CO Summary of Office Functions

Figure 3–6 provides a summary of office functions.

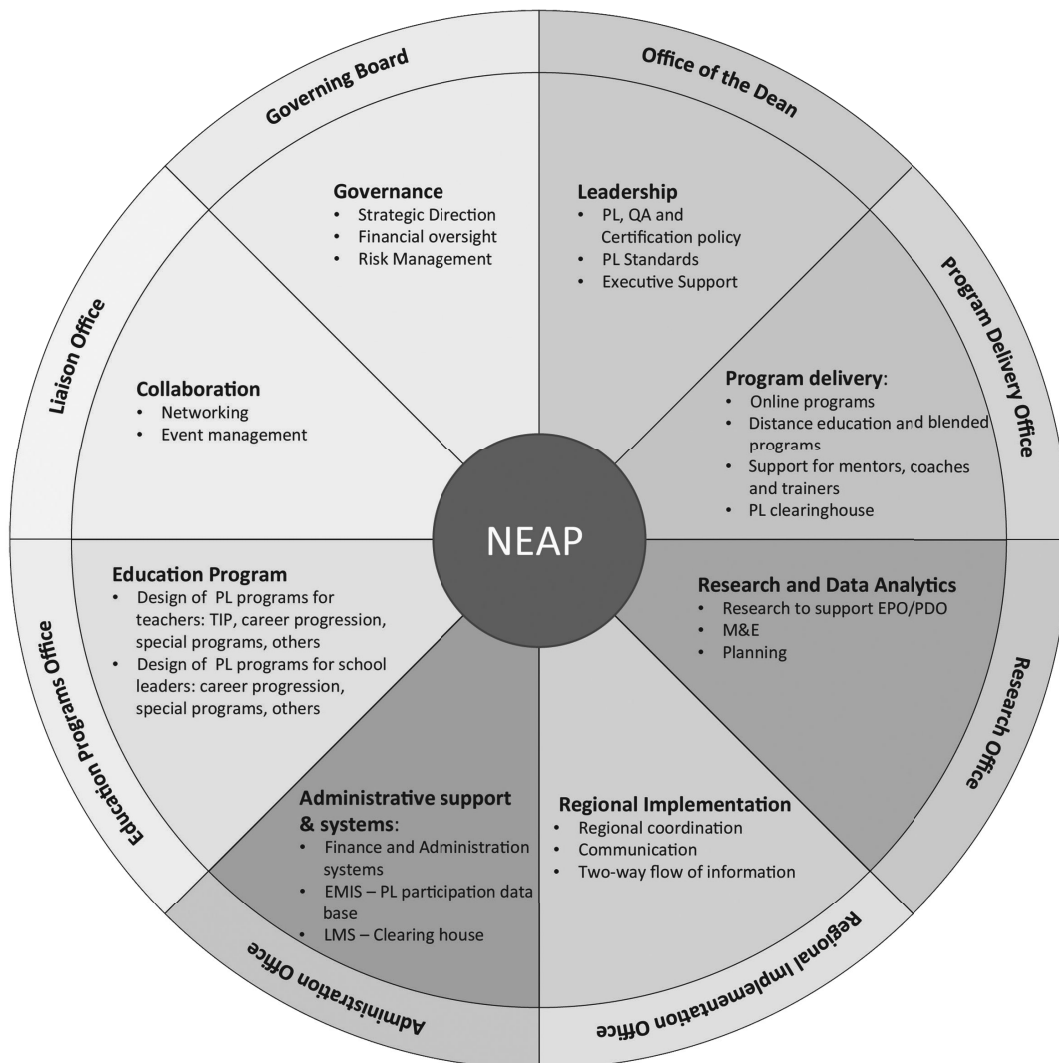


Figure 3–6: NEAP – Summary of Office Functions

3.3 Proposed NEAP-RO Structure

The Task Force supports the NEAP Transformation Report 1 recommendations for restructuring and strengthening NEAP-RO.

The regions represented in the Task Force supported the proposal to increase the plantilla of NEAP-RO.

1.3 The Task Force recommends the vertical alignment of NEAP-CO to NEAP-ROs.

Figure 3–7 provides a schematic representation of the linkage between NEAP-CO, NEAP-RO and Divisions, and of the proposed structure. The schema indicates the dual reporting arrangements under which NEAP-RO will operate. NEAP - RO will be responsible to the Regional Director on operational matters but to the Director for Regional Implementation (NEAP-CO) on technical matters related to professional learning.

While NEAP-RO will support Schools Division Superintendents (SDS), there will not be a NEAP structure at the Division level. NEAP-ROs will have a role in supporting SDS to implement centrally-developed professional learning programs as well as providing support for them to develop local programs consistent with the overall learning and development (L&D) strategies and priorities.

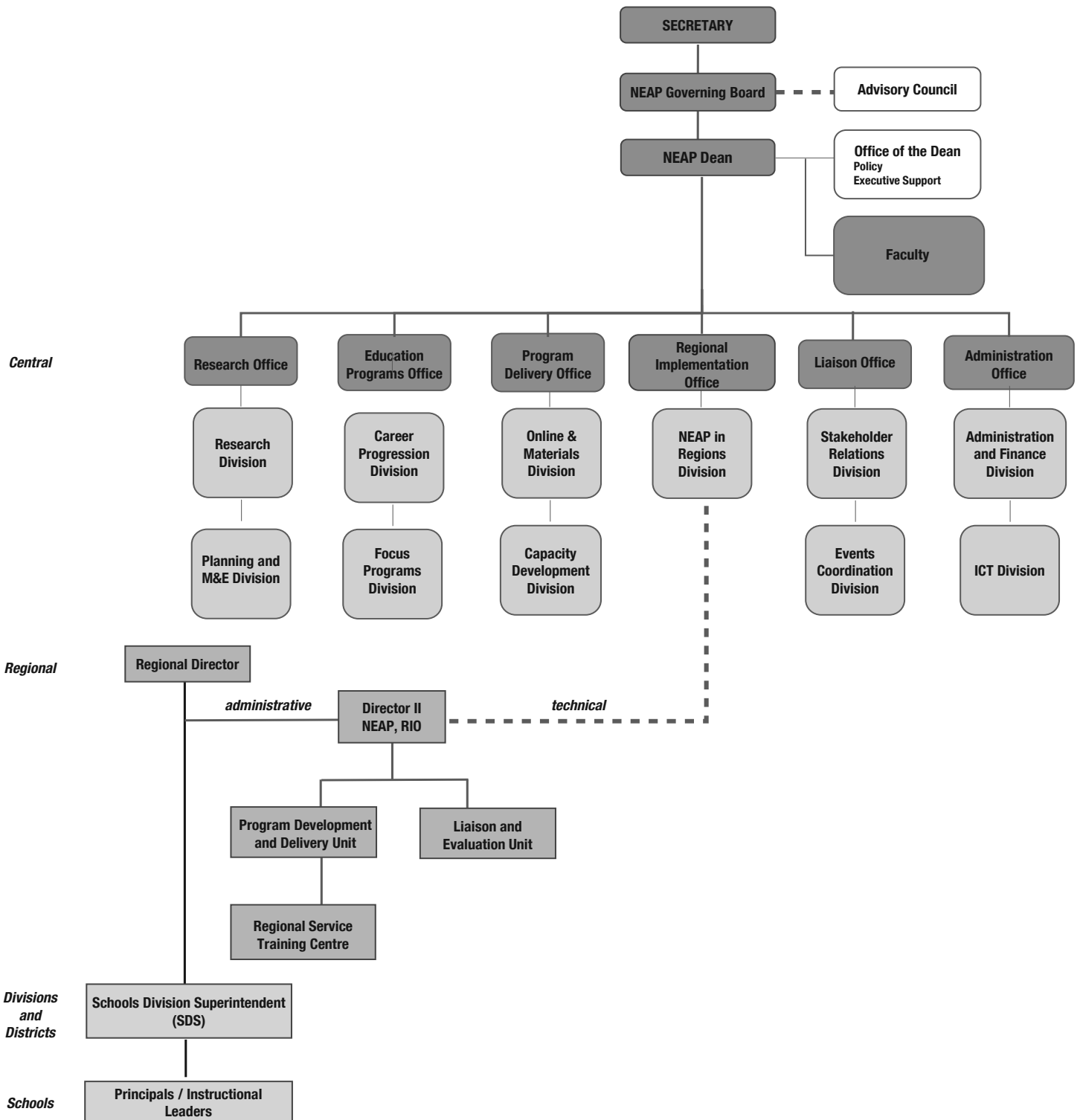


Figure 3-7: Integrated NEAP-CO and NEAP-RO Structure, and Administrative Link to the DepEd Regional Offices

3.4 Professional Learning Ecosystem

Critical to the effectiveness of the proposed structure is a ‘professional learning ecosystem’ that shows vertical and horizontal coordination mechanisms that enable the interaction within, between and across the elements of the ecosystem.

The ecosystem approach recognizes and values the contributions of all stakeholders while providing an opportunity to clarify the confusion in the field concerning existing roles and responsibilities. It provides the opportunity to define and organize Central Office responsibilities before defining the vertical and horizontal structures.

3.4.1 Institutional Ecosystem

It is important to note that the functional ecosystem is impacted by the institutional ecosystem comprising all of the internal offices or units, NEAP, the Bureaus, Regions, Divisions, and external agencies such as COEs, CODs, SEAMEO-INNOTECH, which compete to design, develop and deliver programs in the professional learning environment.

Figure 3–8 presents a schematic representation of this institutional ecosystem that clarifies the relationships between the organizations within the Central Office, Regions and Divisions and external partners needed, for example, to deliver career progression programs.

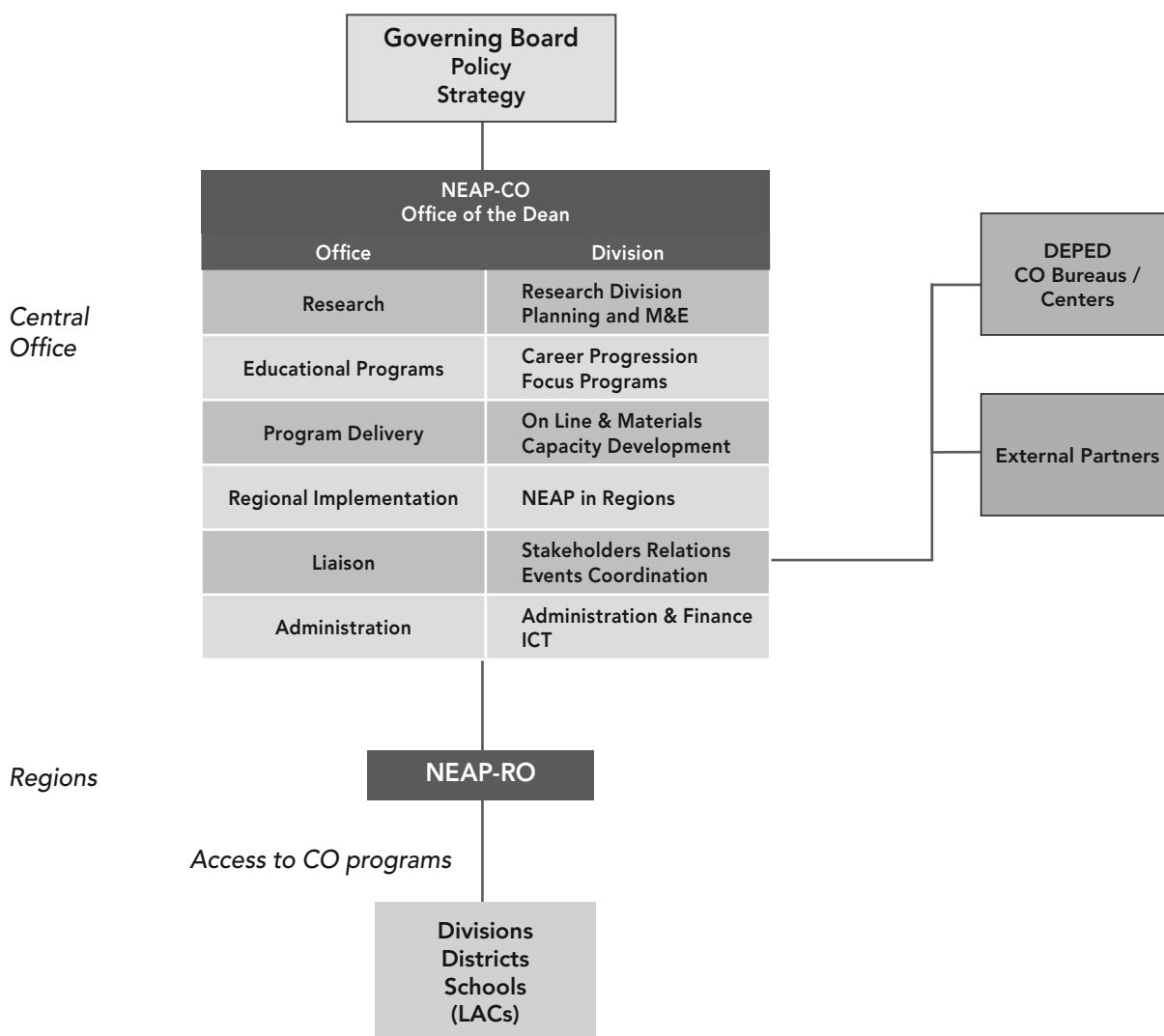


Figure 3–8: NEAP Professional Learning Ecosystem

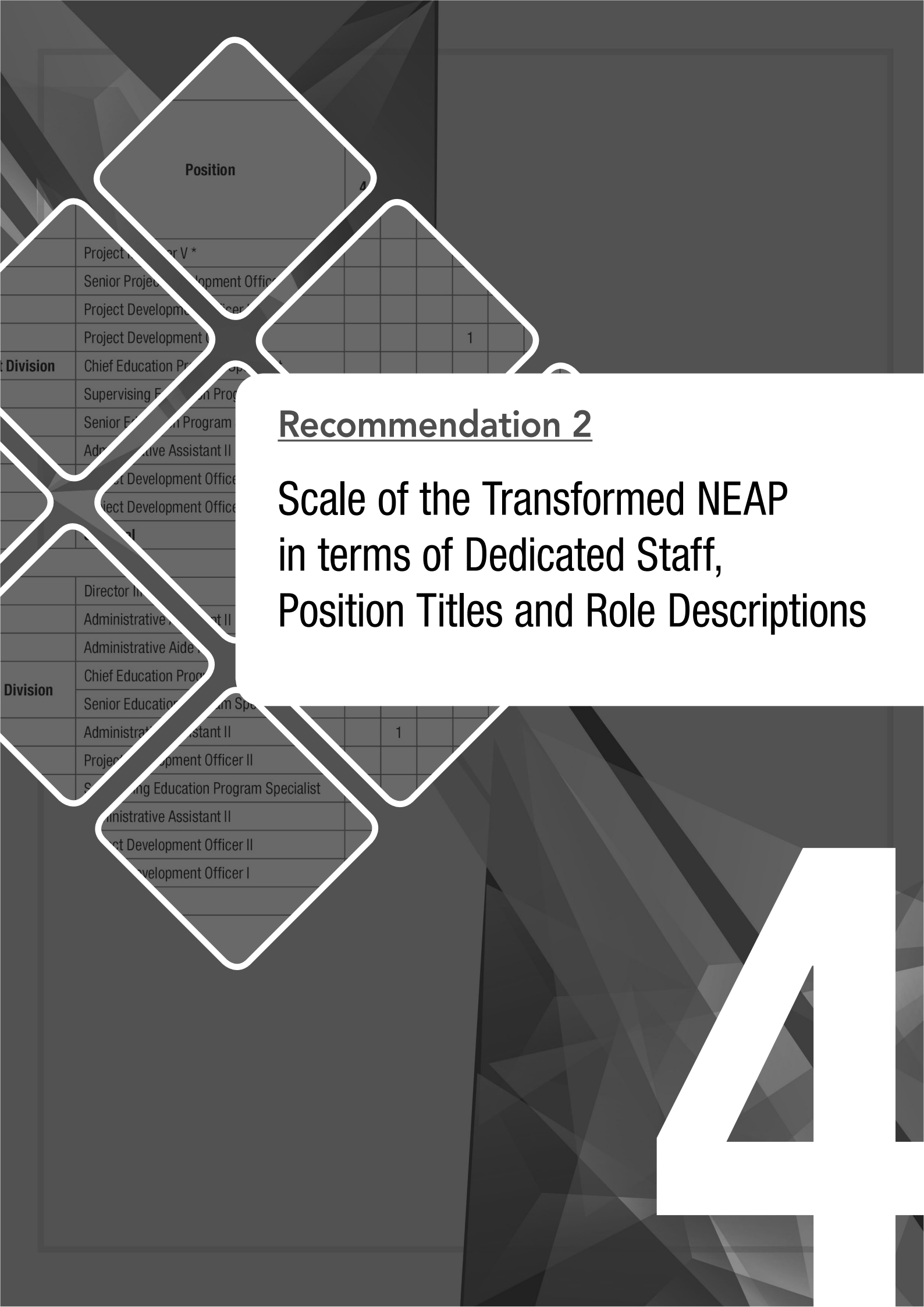
Such an ecosystem would have profound future implications for the form and delivery of professional learning, and consequently, for existing structures and arrangements for the delivery of professional learning. It would improve access to professional learning and better coordinate its development and delivery as well as the capture of teacher participation data to inform planning and quality control.

3.4.2 Integrative Learning and Development (L&D) Framework

The ecosystem approach underpinning the transformation of NEAP provides the potential to develop a horizontally and vertically integrated learning and development system for classroom teachers and school leaders across DepEd. The proposal provides horizontal integration by harmonizing and coordinating provision at the central office and vertical integration by clarifying and establishing linkages and responsibilities at various DepEd levels.

The transformed NEAP will have an integrative role in professional learning and development. The L&D framework will be:

- System-wide and evidence-informed;
- Based on Professional Standards;
- Multi-level but part of a single, unified system, with proper balance between centralized and decentralized components;
- Defined by a clear governance structure from Central Office down to the school level; and
- Supportive of the engagement of various stakeholders who are part of NEAP's Professional Learning Ecosystem.



Position

4

Project Development Officer V *

Senior Project Development Officer

Project Development Officer

Project Development Officer

1

Division

Chief Education Program Specialist

Supervising Education Program Specialist

Senior Education Program Specialist

Administrative Assistant II

Project Development Officer

Project Development Officer

Director

Administrative Assistant II

Administrative Aide

Division

Chief Education Program Specialist

Senior Education Program Specialist

Administrative Assistant II

1

Project Development Officer II

Supervising Education Program Specialist

Administrative Assistant II

Project Development Officer II

Project Development Officer I

Recommendation 2

Scale of the Transformed NEAP
in terms of Dedicated Staff,
Position Titles and Role Descriptions

4

THE PROPOSED STRUCTURE of the transformed NEAP, the number of classroom teachers and school leaders, and the number of programs to be developed and delivered, call for increasing the work force. Below are the recommendations of the Task Force.

2.1 The Task Force recommends that the proposed staffing, that is, the numbers of staff, the positions titles, preferred qualifications and role descriptions set out in this section be adopted as the basis for capacitating the transformed National Educators Academy of the Philippines. Task Force members see the recommendation as providing NEAP with the capacity needed to address the professional learning needs of classroom teachers and school leaders across DepEd.

2.2 The Task Force recommends that the position descriptions presented in this section be endorsed for use as a basis of negotiation with the Department of Budget Management (DBM) and the Civil Service Commission (CSC) and BHROD be requested to prepare materials for presentation to DBM and CSC.

4.1 Overall Staffing Levels

Overall staffing levels proposed for NEAP-CO and NEAP-RO are listed in Table 4-1 and Table 4-2.

Table 4-1: NEAP-CO Core Staff

Office/Division	Position	Total
Office of the Dean	Dean	1
	Director IV	1
	Administrative Assistant III	1
	Administrative Assistant II	1
	Administrative Aide IV	1
	Project Development Officer III	2
	Project Development Officer II	1
	Subtotal	8
Research Office ODIR	Director III	1
	Administrative Assistant II	1
	Administrative Aide IV	1
Research Division	Chief Education Program Specialist	2
	Senior Education Program Specialist	3
	Statistician III	1
M&E Division	Chief Education Program Specialist	1
	Senior Education Program Specialist	6
	Administrative Assistant II	1
Subtotal	17	

Office/Division	Position	Total
Education Programs Office ODIR	Director III	1
	Director II	1
	Administrative Assistant III	1
	Administrative Assistant II	1
	Administrative Aide IV	2
Career Progression Division	Chief Education Program Specialist	1
	Supervising Education Program Specialist	3
	Senior Education Program Specialist	9
	Education Program Specialist II	9
	Education Program Specialist I	9
	Administrative Assistant II	2
Focus Programs Division	Chief Education Program Specialist	1
	Supervising Education Program Specialist	3
	Senior Education Program Specialist	18
	Education Program Specialist II	9
	Administrative Assistant II	2
	Subtotal	72
Program Delivery Office ODIR	Director III	1
	Director II	1
	Administrative Assistant III	1
	Administrative Assistant II	1
	Administrative Aide IV	2
On Line & Materials Division	Chief Education Program Specialist	1
	Supervising Education Program Specialist	2
	Senior Education Program Specialist	6
	Education Program Specialist II	6
	Education Program Specialist I	6
	Administrative Assistant II	5
	Project Manager V	1
	Senior Project Development Officer	3
	Project Development Officer II	4
Project Development Officer I	1	
Capacity Development Division	Chief Education Program Specialist	1
	Supervising Education Program Specialist	3
	Senior Education Program Specialist	9
	Administrative Assistant II	2
	Project Development Officer III	9
	Project Development Officer I	9
	Subtotal	74

Office/Division	Position	Total
Regional Implementation Office ODIR	Director III	1
NEAP in Regions Division	Senior Education Program Specialist	4
	Administrative Assistant II	1
	Administrative Aide IV	1
	Subtotal	7
Liaison Office ODIR	Director III	1
	Administrative Assistant II	1
	Administrative Aide IV	1
Stakeholder Relations Division	Chief Education Program Specialist	1
	Senior Education Program Specialist	3
	Administrative Assistant II	1
	Project Development Officer II	3
Events Coordination Division	Supervising Education Program Specialist	1
	Administrative Assistant II	1
	Project Development Officer II	2
	Project Development Officer I	2
	Subtotal	17
Administration Office ODIR	Director III	1
	Administrative Officer IV	1
	Administrative Assistant II	1
	Administrative Aide IV	1
Administration and Finance Division	Chief Administrative Officer	1
	Administrative Officer V	2
	Accountant III	1
	Administrative Assistant III	1
	Administrative Assistant II	3
ICT Division	Administrative Assistant II	1
	Information Technology Officer III	1
	Information Technology Officer II	5
	Information Systems Analyst II	1
	Information Systems Analyst III	1
	Computer Programmer III	1
	Subtotal	22
	Total	217

Table 4-2: NEAP-RO Core Staff

Unit	Position	Total
Regional Office ODIR	Director II	1
	Administrative Assistant II	1
	Subtotal	2
Program Development and Delivery Unit	Supervising Education Program Specialist	1
	Senior Education Program Specialist	2
	Education Program Specialist II	4
	Administrative Assistant II	1
	Subtotal	8
Liaison and Evaluation Unit	Supervising Education Program Specialist	1
	Senior Education Program Specialist	1
	Education Program Specialist II	2
	Administrative Assistant II	1
	Subtotal	5
Regional Service Training Center	Dormitory Manager II	1
	Administrative Assistant III	1
	Administrative Aide IV	1
	Subtotal	3
	Total	18
	Total for 16 regions	288

The proposed staffing for NEAP Central Office and Regional Offices is approximately six times greater than the current staffing levels.

The head of NEAP-RO is proposed to occupy Director II position to attract high-quality applicants from among the SDSs and ASDSs.

4.2 Detailed Staffing Proposal

Position statements comprising positions, titles and salary grade levels have been developed for the transformed NEAP.

The qualification requirements represent *preferred* qualifications and existing staff should be able to be transferred provided they meet CSC qualification requirements. Staff should be recruited, not only on the basis of their qualifications but also their *experience and capability*.

1. The Dean shall have a strong academic standing (*gravitas*) as well as high-level and strong innovative leadership capacity particularly in relation to NEAP's core functions.
2. Senior staff with responsibility for program development and delivery to have:
 - a focus on innovation and management;
 - a PhD from an institution recognized for the quality of its research output; and
 - demonstrated high-level experience and achievement in leadership and organizational development in an education setting.
3. Research staff to have a PhD from an institution recognized for the quality of its research output and experience in undertaking qualitative and quantitative research.

The *preferred* qualifications for NEAP personnel are intentionally set high to influence and encourage DepEd personnel overall to achieve higher qualifications. Given that a priority of DepEd is to raise the quality and outcomes of education, this standard should also apply to its own personnel.

The skills needed for some positions cannot be developed through experience, such as in the Research Office. Quantitative and qualitative research skills can only be achieved through high-level study and training provided through achievement of a research-oriented degree such as a PhD.

However, the staffing process needs to ensure that existing NEAP-RO and HRDD staff are not adversely impacted through their inability to apply for positions in the transformed NEAP.

4.3 Summary of Positions by Type, Grade and Qualification

4.3.1 NEAP-CO

Approximately 56 percent of the proposed positions for NEAP-CO comprise Education Program Specialist positions. The remainder comprise specialist senior management positions (5 percent), specialized project officers (18 percent), administrative officers (18 percent) and ICT specialists (3 percent). A summary of the proposed positions by grade and preferred qualification follows.

4.3.2 Position Grades

Positions are summarized by position type and grade level in Table 4-3. The distribution of position by grades shows that the median Position Grade level is Grade 18. The distribution of proposed positions shows how the grades cascade down across each of the functions: management, educational program development and delivery, project management, administration and ICT. However, this reflects the way the various positions have been designed under the Civil Service Commission's (CSC's) guidelines. It is important to note the range of positions and grades presented in this table.

4.3.3 NEAP Regional Office

The grades and qualifications of the positions proposed for NEAP-ROs are summarized in the tables that follow. Table 4-4 summarizes the positions, grades, and preferred qualifications across regional positions.

Table 4-4: Distribution of Positions by Type, Salary Grade Level and Preferred Qualification – NEAP-RO

Unit	Position	Salary Grade								Total	Preferred Qualification				
		4	8	9	11	16	19	22	26		TESDA Certificate	High School Graduate	Bachelor's degree	Master's degree	Grand Total
ODIR	Director II								1	1				1	1
	Administrative Assistant II		1							1			1		1
	Subtotal		1						1	2			1	1	2
Program Development and Delivery Unit	Supervising Education Program Specialist							1		1				1	1
	Senior Education Program Specialist						2			2				2	2
	Education Program Specialist II					4				4				4	4
	Administrative Assistant II		1							1			1		1
	Subtotal		1			4	2	1		8			1	7	8
Liaison and Evaluation Unit	Supervising Education Program Specialist							1		1				1	1
	Senior Education Program Specialist						1			1				1	1
	Education Program Specialist II					2				2				2	2
	Administrative Assistant II		1							1			1		1
	Subtotal		1			2	1	1		5			1	4	5
Regional Service Training Center	Dormitory Manager II				1					1			1		1
	Administrative Assistant III			1						1	1				1
	Administrative Aide IV	1								1		1			1
	Subtotal	1		1	1					3	1	1	1		3
Total	1	3	1	1	6	3	2	1	18	1	1	4	12	18	

PERSONAL DEVELOPMENT
Career Progression

Stage 1
(Beginning)

Stage 2
(Intermediate)

Stage 3
(Highly Proficient)

Teacher
Industry
Partnership
2

Ta
using

classroom observation

School Effectiveness

learners

SS

People Effective

Recommendation 3

Proposed Initial Core Programs
of the Transformed NEAP
and Strategies for Delivery

5

GIVEN THE DEMONSTRATED need to expand and strengthen the structure and processes of NEAP within the professional learning ecosystem in DepEd, the Task Force broadly supports the recommendations set out by RCTQ in its Report.

3.1 The Task Force broadly supports the role of NEAP as set out in Recommendation 10 of the Transformation Study Report, namely:

- a. Assume responsibility for the design, development and delivery of programs supporting teachers and instructional personnel;
- b. Offer and manage contracts/agreements for the design, development and delivery of professional development (PD) to Teacher Education Institutions (TEIs) and other training organizations as needed;
- c. Establish policies and support materials to build 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.

3.2 The Task Force also recommends an expansion of NEAP's functions in a number of areas. These include the need for NEAP to:

- a. Undertake more effective and efficient assessment of development needs to ensure that programs developed address the needs of classroom teachers and school leaders;
- b. Link provision of professional learning to strategies for improving student outcomes;
- c. Coordinate professional learning delivery across DepEd;
- d. Implement and manage its own IT and data systems. This need complements the need for development and implementation of systems to support the online delivery of programs through a Learning Management System (LMS) which would act as a clearinghouse and support the online delivery of programs. NEAP would determine whether or not a program qualifies for entry to the clearinghouse;
- e. Continue to work with TEIs, BHROD and the PRC to develop professional learning program standards aligned to the purpose of the programs to be developed. Such standards enable programs to contribute to the award of higher education qualifications and to career progression and professional certification. COEs and CODs see this as an essential continuing role for NEAP;
- f. Assess classroom teachers' and school leaders' achievement of the expected outcomes of professional learning programs;
- g. Determine professional development needs through analysis of RPMS, COT and NAT data;
- h. Negotiate and maintain program standards for the award of post graduate qualifications, career progression and certification.

The operationalization of the Recommendations related to proposed initial programs of the transformed NEAP and strategies for delivery are presented here in terms of:

- The core programs of NEAP, which include the Teacher Induction Program, Career Progression Programs, Special Programs, Assessment System; and Accreditation, Certification and Recognition.
- Collaborations with Centers of Excellence and Centers of Development; and
- Development and Delivery Strategies.

5.1 The Core Programs of NEAP

The Task Force noted that NEAP should be

responsible for the development and delivery of a range of professional development programs supporting career progression and quality teaching. NEAP will continue with its existing leadership programs with a view of improving them or offering new programs that respond to the needs of school leaders, including their career progression.

The programs for teachers, school heads and supervisors will be based on the PPST, PPSSH and PPSS, respectively. These sets of professional standards define what teachers and school leaders are expected to know, be able to do, and value in their practice. They outline how teacher and school leader practice can be expanded to include recognized international best practice. The professional standards should be used as frameworks for quality expectations across career stages, and should be the bases for ongoing professional development (Figure 5-1).

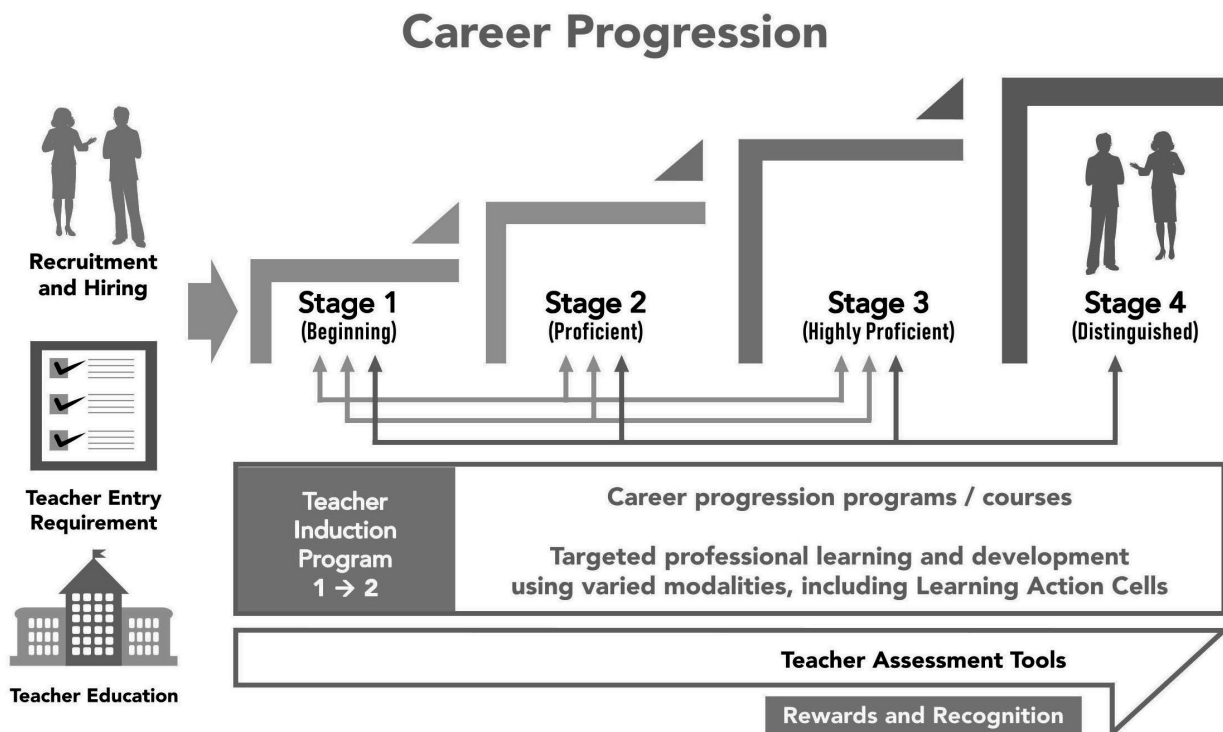


Figure 5-1: NEAP Programs in Relation to PPST Career Progression

5.1.1 Teacher Induction Program

The Task Force considered a report from the Teacher Education Council (TEC) concerning the future of the Teacher Induction Program (TIP) in

the context of NEAP's responsibility for career progression programs and Recommendation 12 of the Transformation Report.

3.3 The Task Force recommends that NEAP assume responsibility for the Teacher Induction Program and to review it from the context of differentiating those aspects which comprise 'an introduction to DepEd and the profession' and those which strengthen and deepen newly employed teachers' knowledge, skills and capacity.

Further, the Task Force recommends that NEAP work with BCD and BLD in the development of content and the delivery of such programs.

A revised PPST-based TIP based on the training standards to be developed in consultation with BCD and BLD, would comprise a suite of aligned programs that meet the needs of newly-hired DepEd teachers and the needs of mentors and school leaders who guide and support them. The time requirements and modes of delivery will be differentiated to meet the varying needs and schedules of newly-hired teachers, mentors and school leaders.

Building upon the strengths of the current TIP and responding to recent innovations in Philippine education, the revised year-long TIP will, at minimum, utilize LACs, online learning, classroom observations, role play and regional/district conferences.

5.1.2 Career Progression Programs for Classroom Teachers

Regular Programs

Regular programs support classroom teachers and school leaders to pursue professional development and promotion by gaining the developmentally-graduated knowledge and skills specified in the PPST, PPSSH and PPSS. Regular career progression programs are necessary to improve the quality of practice of teachers and school leaders, and to enable unfilled plantilla items at higher positions to be filled.

Career Progression Programs for Teachers

Teacher employment figures for January 2019 (Table 5-1) indicate that:

- approximately 90% of all authorized⁶ teacher positions are Teacher I, Teacher II and Teacher III;
- authorized Teacher I positions constitute approximately 51% of all authorized teaching positions and 90% of the total authorized Teacher I, II and III positions; and
- unfilled authorized Teacher II and III positions present opportunities for career progression for teachers occupying Teacher I and II positions.

⁶ The term 'authorized' refers to plantilla items approved by the Department of Budget and Management (DBM). The authorized numbers are shown in the Total Items column in Table 19.

Table 5-1: Position of Employed Teachers: January 2019

Position Title	No. of Filled	No. of Unfilled	Total Items
Teacher I	410,555	35,086	445,641
Teacher II	124,122	8,600	132,722
Teacher III	201,070	4,803	205,873
Master Teacher I	38,526	1,697	40,223
Master Teacher II	15,346	911	16,257
Master Teacher III	61	2	63
Head Teacher I	6,482	559	7,041
Head Teacher II	1,778	130	1,908
Head Teacher III	10,112	632	10,744
Head Teacher IV	372	30	402
Head Teacher V	201	24	225
Head Teacher VI	889	136	1,025
Special Education Teacher I	3,048	1,172	4,220
Special Education Teacher II	265	16	281
Special Education Teacher III	371	18	389
Special Education Teacher IV	1	0	1
Special Education Teacher V	3	0	3
Instructor I	8	15	23
Instructor II	7	10	17
Instructor III	0	2	2
Assistant Professor II	2	0	2
Crafts Education Demonstrator I	32	16	48
Crafts Education Demonstrator II	12	8	20
Total	813,263	53,867	867,130

Source: BHRD, 2019

The employment figures in Table 5-1 demonstrate that:

- there is a disproportionately high number of Teacher I items relative to the total number of Teacher I, II and III items; and
- there are 13,403 unfilled Teacher II and Teacher III items.

In addition, it has been reported that many teachers occupying Teacher I positions have been at that level for up to 10 years. These findings indicate a pressing need for Career Progression Programs targeted at teachers occupying Teacher I and Teacher II positions. Such programs will improve teacher quality and

support aspiring teachers occupying Teacher I and Teacher II positions to apply for promotion.

In addition, BHRD is proposing the introduction of Teacher IV, Teacher V and Master Teacher V positions. Targeted Career Progression programs will be essential to meet the new staffing demands created by the introduction of these positions and will likewise improve teacher quality.

Consequently, there is a pressing need for a suite of Career Progression Programs to raise teacher quality to the required levels for promotion and to prepare teachers for the promotion process. The Career Progression Programs will strengthen the quality of DepEd teachers and play a key role in staffing unfilled positions.

The design, development and delivery of Career Progression Programs for teachers occupying Teacher I and Teacher II positions should be prioritized and be ready for rollout as soon as the transformation of

NEAP is complete. In addition, the rollout of Career Progression Programs to support aspiring teachers to meet the needs of other teacher positions should be given a high priority and rolled out progressively thereafter.

3.4 The Task Force recommends that:

- a. NEAP design a suite of targeted Career Progression Programs;
- b. Career Progression Programs for teachers occupying Teacher I and Teacher II positions be prioritized and ready for rollout in July 2020; and
- c. DepEd review the authorized teacher allocations to address the disproportionate number of Teacher I items.

Career Progression Programs for teachers should be aimed at elevating teachers’ professional practice to meet the indicators of higher career stages in the *Philippine Professional Standards to Teachers*, i.e.:

- Beginning to Proficient;
- Proficient to Highly Proficient; and
- Highly Proficient to Distinguished.

The programs should focus on:

- Building and consolidating teachers’ capacity at current Career Stages 1, 2, 3 and 4. These programs will be linked to professional learning needs identified through analysis of RPMS and PPST-based Classroom Observation Tool (COT) data;

- Supporting teachers’ promotion by developing their knowledge and skills against the Career Stages of the PPST – Beginning, Proficient, Highly Proficient, Distinguished; and
- Supporting assessment of teachers’ skills and capacities, specifically, the development of skills in applying the COT and in assessing teachers at different Career Stages.

Figure 5–2 shows an example of a career progression program following PPST and BHROD-proposed positions that can be linked with promotions:

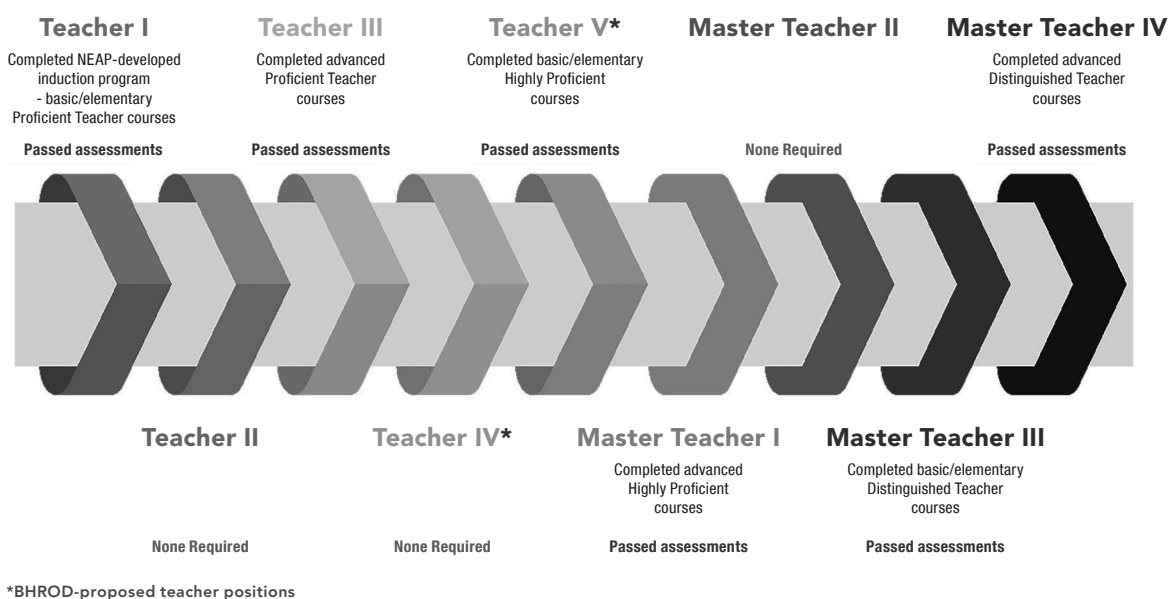
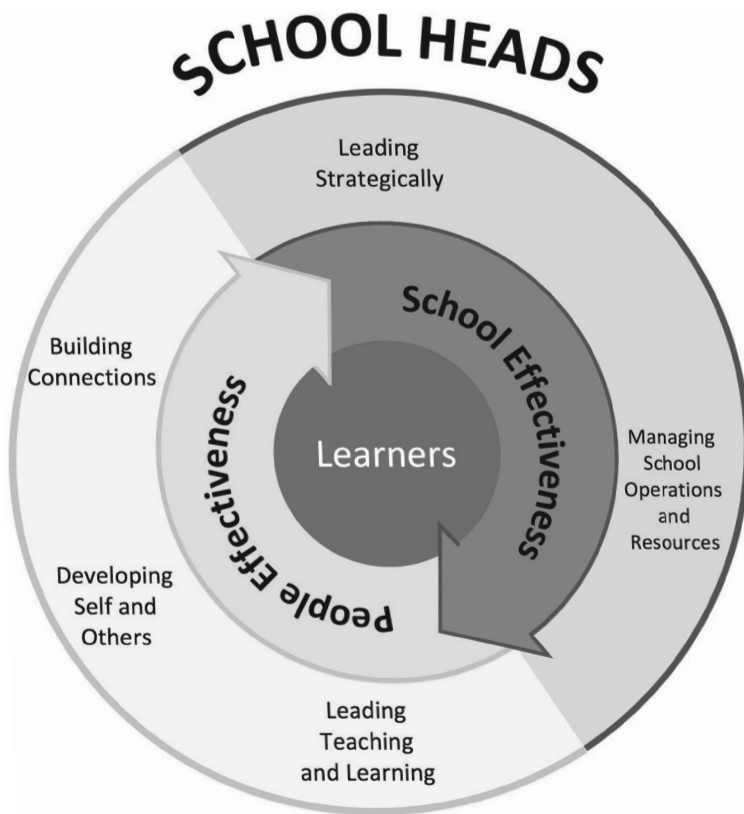


Figure 5–2: NEAP Programs’ Alignment with Teacher Positions and Promotions



Career Progression Programs for School Heads and Supervisors

The career progression programs for school heads should support them in achieving the indicators under the five domains shown in Figure 5-3: (i) leading strategically; (ii) managing school operations and resources; (iii) leading teaching and learning; (iv) developing self and others; and (v) building connections.

Figure 5-3: Five Domains of Practice for School Heads

Likewise, programs supporting supervisors, who will have their own professional standards for the first time, support them in achieving the four domains of practice shown in Figure 5-4. The programs should provide support in the four identified

domains: (i) supporting curriculum management and implementation; (ii) strengthening shared accountability; (iii) fostering a culture of continuous improvement; and (iv) developing self and others.

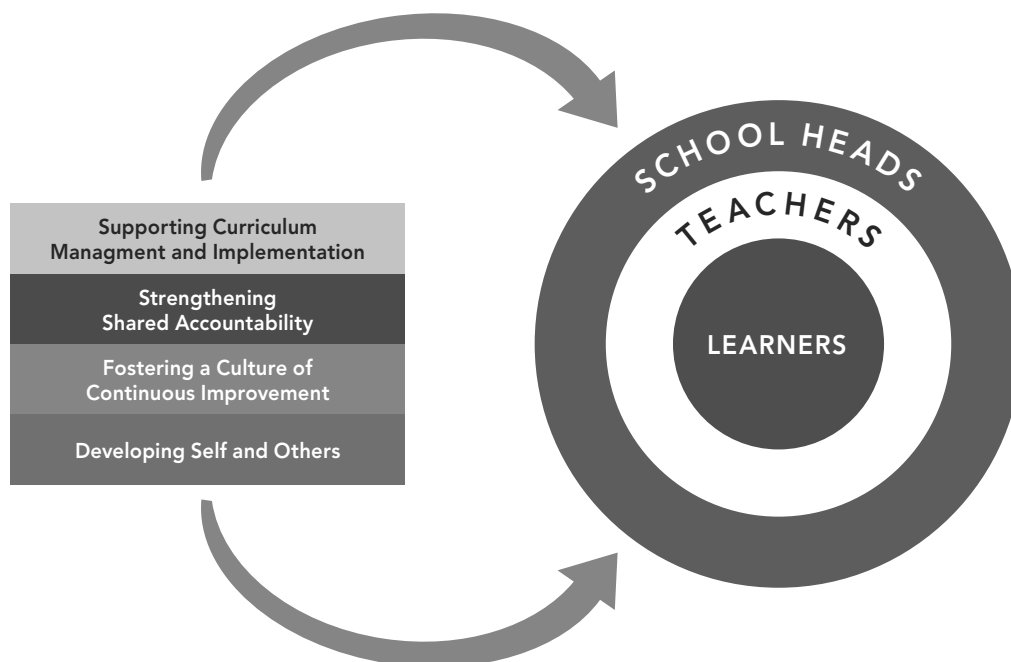


Figure 5-4: Four Domains of Practice for Supervisors

Data concerning the number of unfilled Principal and Supervisor positions (Table 5-2 and Table 5-3) indicate an acute and urgent need for career progression programs for aspiring Principals and Supervisors.

As of 2017, for Principals:

- 72% of Assistant School Principal positions were unfilled
- 18% of School Principal I positions were unfilled
- 10% of School Principal II positions were unfilled
- 6% of School Principal III positions were unfilled
- 6% of School Principal IV positions were unfilled
- 18% of combined Principal positions were unfilled

Table 5-2: Number of Principal Positions

	POSITIONS	FILLED	UNFILLED	TOTAL
ASP2	Assistant School Principal II	386	1014	1400
SP1	School Principal I	12024	2724	14748
SP2	School Principal II	5114	588	5702
SP3	School Principal III	1763	109	1872
SP4	School Principal IV	1037	63	1100
SPSP1	Special School Principal I	2	1	3
ASP3	Assistant School Principal III	0	12	12
ASP1	Assistant School Principal I	2	15	17
SPSP2	Special School Principal II	2	1	3
ASSP	Assistant Special School Principal	0	1	1
	Total	20330	4528	24858

Source: BHROD, 2017

As of 2017, for Supervisors:

- 4% of Chief Education Supervisor positions are unfilled;
- 9% of Education Program Supervisor positions are unfilled;
- 9% of Public School District Supervisor positions are unfilled; and
- 8% of combined Supervisor positions are unfilled.

Table 5-3: Number of Supervisor Positions

	FILLED	UNFILLED	TOTAL
Chief Education Supervisor	495	20	515
Education Program Supervisor	2493	238	2731
Public Schools District Supervisor	2324	235	2559
Total	5312	493	5805

Source: BHROD, 2017

The provision of professional learning to support promotion to Principal and Supervisor positions is a key element in addressing the understaffing issue. NEAP should design Career Progression Programs to facilitate career progression for aspiring Principals and Supervisors, and for assessors of applications to these positions.

Subject Content Programs Supporting Quality Teaching

Regular programs also include subject content programs, which focus on improving teachers' understanding, skills and capacity to teach relevant subject areas. They:

- support Elementary, Junior Secondary and Senior Secondary teachers in subject areas that are consistent with the findings of the Teacher Development Needs Survey (TDNS) and other relevant studies; and
- link content knowledge and pedagogy through, for example, formative assessment, and assessment in general, to provide baseline information for teachers.

Master Classes

In addition to regular programs, a range of master classes should be available for teachers and school leaders. Expert practitioners would present master classes to develop the skills of classroom teachers and school leaders. Master classes are participatory and should be offered to small groups to maximize impact on teacher and school leader quality.

The identification and development of master classes should be strategic. NEAP should gather information from regions, districts and schools to identify areas of needs. NEAP should also conduct extensive searches to identify suitable expert practitioners to design, develop and deliver master classes. All master classes should relate to specialized aspects of the respective professional standards for teachers and school leaders.

Master classes could include:

Classroom Teachers

- Embedding ICT in the early years
- Creating and using apps in the classroom
- Embedding numeracy skills in social studies
- Embedding literacy skills in science education

- Using Structure of Observed Learning Outcome (SOLO) to improve gymnastic performance

School Leaders

- Conflict resolution
- Mentoring the mentor
- Building teacher resilience
- Teaching performance feedback
- Advocacy skills for community engagement

5.1.3 Special Programs

Special programs include, but are not limited to, Assessor Training Programs.

Assessor Training Programs

Career Progression Programs need to be paired with Assessor Training Programs to ensure shared understanding and expectations of aspirants and assessors.

Assessor Training Programs will be designed to promote accurate and reliable judgements of the professional practice of teachers, school heads and supervisors based on the PPST, PPSSH and PPSS, respectively. The programs will be suitable for assessors making judgements of professional practice at the various levels presented in the Standards. Separate Assessor Training Programs will be prepared for assessors of teachers, school heads and school supervisors.

The Assessor Training Programs will be designed to enhance the knowledge and skills of assessors. Among other things, the assessors will gain in-depth understanding of promotion policy requirements and tools.

The programs will have a blended delivery design that incorporates individual online learning, collaborative online learning through guided discussion groups, online assessment and face-to-face components.

5.1.4 Assessment System

An assessment system is essential to assess the progress and performance of participants undertaking professional learning programs. In addition, an assessment system, in conjunction with

other means, is essential for teachers, school heads and supervisors undertaking career progression programs to determine their readiness to apply for promotion.

The assessment system will include diagnostic, formative, and summative assessments to assess the progress of participants at various stages throughout programs. The assessments will provide progressive feedback to the participants and will be also used to monitor participants' progression through programs in a successful and timely manner. Participants who do not demonstrate successful and timely progression may be removed from a program.

The assessment system will incorporate a range of assessment instruments that are constructively aligned with learning outcomes and content of the programs. The learning outcomes and content will be anchored on program-specific standards, such as the PPST, the PPSSH, the PPSS, and/or other relevant policy documents.

The assessment system will be connected to the proposed Education Management Information System (EMIS) and will provide a digital registry of all teachers, school heads, supervisors and other school leaders and their professional learning record.

The assessment system will also be used to conduct large-scale assessments to evaluate the effectiveness of programs, to identify professional learning needs, and to track investments, etc.

5.1.5 Accreditation, Certification and Recognition Processes

Accreditation, certification and recognition are essential quality assurance processes that ensure the quality and credibility of professional learning acquired outside DepEd. Operational use of the terms at present is as follows:

- **'Accreditation'** applies to providers .
- **'Certification'** applies to programs.
- **'Recognition'** refers to acknowledgment of professional learning, and the determination and quantification of equivalency for CPD.

The operational use of the terms will be further refined and agreed during the transition period.

Meanwhile, the Task Force has recommended that:

- in relation to accreditation – NEAP will orchestrate L&D for teachers, school heads and supervisors engaging a wide array of COEs, CODs and accredited TEIs to deliver L&D/T&D courses for different education stakeholders;
- in relation to certification and recognition – parameters for the partnerships with COEs and CODs, and processes to accredit COEs and CODs to develop and conduct professional learning programs need to be established; and NEAP will continue to work with TEIs, BHROD and the PRC to develop professional learning program standards aligned to the purpose of the programs to be developed.

5.2 Collaborations with Centers of Excellence and Centers of Development

The Task Force noted the willingness and generosity of University Presidents to work with NEAP in the provision of a wide range of professional programs. The University Presidents indicated that “this is the right time for the TEIs to partner with NEAP,” and that this is “part of the 3NS’ vision for it to assist DepEd in the provision of the continuing professional development of teachers” and that “partnering with the TEIs is very essential in the [learning] ecosystem.”

The Task Force identified that the following need to be developed/established:

- parameters for the partnerships with COEs and CODs;
- processes to accredit COEs and CODs to develop and conduct professional learning programs;
- quality standards and quality assurance for professional learning programs; and
- a professional development framework based on the *Philippine Professional Standards for Teachers, Philippine Professional Standards for School Heads and the Philippine Professional Standards for Supervisors*;

The Task Force also determined that:

- institutional partnerships should be long term; and
- DepEd and TEIs should sit together and plan the programs, including at the tertiary level, so that the programs would be coherent and relevant to the needs of the teachers.

In relation to the nature of the professional development programs offered in partnership with COEs and CODs, the Task Force identified the following requirements:

- a range of programs ranging from short courses to Master and Doctoral programs;
- programs to address the concerns of teachers who are not education graduates; and
- contextualized or specialized programs that fit the needs of teachers in various regions.

In addition to the professional development programs, the Task Force identified the opportunity to partner with COEs and CODs in the conduct of collaborative research. DepEd has a lot of untouched data which could be analyzed by the Universities. The interpretation of DepEd's data could help in policy development and in identifying the gaps in professional development.

The Task Force gained further insights into partnerships with COEs and CODs from the Round Table Discussion and Focus Group Discussions with HRDD and SGOD. The Task Force ascertained that there are extensive and wide-ranging partnerships with COEs and CODs. Examples include:

- tapping COE / COD professors / instructors as resource persons for K to 12 training activities for senior high school teachers;
- sending teachers to COEs and CODs for enhancement of competencies such as the looping programs; and
- scholarship programs.

HRDD and SGOD personnel evaluated the outcomes and impact of such partnerships positively. They further identified additional roles for COEs and CODs in the development and delivery of professional learning programs within

their regions. Additional roles for COEs and CODs include:

- helping teachers who are non-education majors and those who are teaching subjects outside their area(s) of expertise;
- designing more contextualized programs;
- strengthening teachers' practice of the PPST indicators;
- developing training resource packages;
- monitoring their graduates; and
- conducting research.

5.3 Development and Delivery Strategies

To operationalize the above responsibilities and their integration into and alignment with the existing professional learning structures and systems, the Task Force recommends that an **ecosystem approach** be adopted.

NEAP should be responsible for developing a Professional Learning Ecosystem that responds flexibly to the needs of classroom teachers and school leaders by valuing, facilitating and building on the contributions of the wide range of stakeholders involved in the development and delivery of professional learning programs.

A Professional Learning Ecosystem approach would:

1. Facilitate, value, utilize and build on the professional learning contributions of:
 - a. exceptional and experienced teachers;
 - b. school leaders;
 - c. leading and lighthouse schools;
 - d. school and professional networks;
 - e. regional, division and district initiatives;
 - f. Central Office Bureaus and the TEC;
 - g. Higher Education Institutions, specifically Centers of Excellence and Centers of Development; and
 - h. Development Academy of the Philippines, SEAMEO-INNOTECH, and others.

2. Prioritize the development of a multifaceted systems approach using a range of:
 - a. andragogic (adult learning) models utilizing, for example, session notes, problem solving exercises, workshops, case studies, immersion and job shadowing, scenarios and simulations, the 4As (anchor, add, apply, away), reflection and journal writing, colloquium, unstructured coaching and mentoring, exposure to other good practices, and job rotation; and
 - b. delivery modalities including face-to-face, online, distance and blended and self-directed learning.
3. Facilitate and strengthen communication, collaboration and consultation among those responsible for program development and delivery, and those charged with building the capacity of classroom teachers and school leaders across DepEd.
4. Enable better coordination of program delivery to reduce current bottlenecks in the system.

Figure 3–8 provides a schematic representation that depicts the interaction between functions, responsibilities and relationship of the proposed Professional Learning Ecosystem.

The schema demonstrates the synergistic interaction of elements of a functional ecosystem. For example, the andragogic (adult learning) approach underpinning a specific program's development is influenced by research and the proposed delivery model. The latter being influenced by the program's target audience, the suitability and availability of on-line platforms, and the existence of collaborative networks.

Further, the provision of professional learning is not the purview of any single office within NEAP or agency with which it works, rather it arises from collaboration and engagement among the range of stakeholders: NEAP, Bureaus, Regions, Divisions, Districts, Schools, TEIs/COEs CODs and others.

Overlaying this functional ecosystem are the contributions of internal stakeholders, that is, CO units, regions, divisions, districts and schools, and

external stakeholders, COEs and CODs, SEAMEO-INNOTECH, DAP and local government authorities in the provision of specialist advice, development, delivery and support for professional learning programs.

The Task Force contends that the ecosystem approach would enable NEAP to manage and contribute to the development and delivery of professional learning programs, while capturing and facilitating the inherent capacity of existing units and personnel across DepEd. NEAP would be the lead agency for some programs and a service agency for others, that is, apart from programs it develops and delivers independently, it could also develop and/or deliver programs in collaboration with or on behalf of other agencies, or simply provide hosting services.

Recommendation 4

Change Management and Transition Plan

6

THE TASK FORCE acknowledges that the establishment of NEAP will have both long-term and short-term impact on other DepEd offices across CO, Regions and Divisions. These impacts range from changes to current professional learning roles, potential staffing changes, changes to the roles and responsibilities of staff and support for the establishment of NEAP as an agency that has full responsibility for professional learning and development.

4.1 To transform NEAP, the Task Force recommends a four-phase transition plan towards full operationalization. This transition plan is supported by change management and communication strategies. The work in all phases needs to be championed through the active and participatory leadership of senior DepEd personnel at the national and regional levels.

6.1 Change Management Strategy

The transformation of NEAP involves major structural re-organization, thereby strengthening the workforce. DepEd needs to institute transparent and consultative workplace change to ensure broad support for, and active participation in, the transformation of NEAP.

6.1.1 Pre-Transition Phase

In the pre-transition phase, important interventions were (or would be) put into place:

1. Approval of the study on NEAP Transformation (Full Report 2018);
2. Constitution of the Task Force;
3. Job Descriptions written and compiled for Central Office and Regional positions;
4. Internal Equity Analysis done versus comparable positions;
5. Presentation of the *Report of the Task Force on NEAP Transformation: Proposed Detailed Design* to Secretary Leonor Briones, and the Execom/ManCom of DepEd;
6. Approval of Detailed Design by Secretary Leonor Briones;

7. Issuance of the following documents:
 - a. DepEd Order on NEAP Transformation
 - b. Creation of the Transition Team
 - c. Preparation for meetings with DBM

Transitional arrangements are necessary and they are outlined as follows.

6.2 Transition Plan

The Task Force recommends a Transition Plan to guide the transformation of NEAP. The Task Force underscores that this work needs to be championed through the active and participatory leadership of senior DepEd personnel at the national and regional levels taking into consideration the new organization structure of NEAP-CO and NEAP-RO and the total workforce complement of 517 personnel.

6.2.1 Organization Transition Phase (April 2019 to December 2022)

The Organization Transition Phase detailed here occurs in tandem with the Program Transition Phase and the ICT Transition Phase outlined in 6.2.2 and 6.2.3, respectively.

Organization Phase 1: March 2019

Creation of a Transition Team/Group.

Organization Phase 2: April – August 2019

Within this period, the Transition Group will recommend potential interim senior leaders of NEAP either through designation or secondment from state universities. Their appointments will be effective until senior leaders are hired and appointed to the positions.

Organization Phase 3: March – December 2019

Discussions with the Department of Budget and Management (DBM) on plantilla allocations can happen at this time.

Simultaneously with the DBM discussions, the NEAP transformation can move ahead and implement the recruitment strategy detailed below:

- Formation and training of Recruitment Task Force (RTF) under the Transition Team
- Job matching exercise for current NEAP staff
- Sourcing of candidates (internal and external)
- Positioning of NEAP staff
- Analysis of unfilled items which can be used to fill up NEAP vacant positions
- Recruitment of at least 33% of NEAP-CO and 33% NEAP-RO Staff (in preparation for the hiring in 2020; 33% = one-third of the total number of staff distributed evenly from 2020 to 2022)
- Training and orientation for new incumbents

Organization Phase 4: April 2019 onwards

Recruitment, hiring and placement are expected to occur at this time with full hiring expected by 2021-2022.

The proposed staffing would see approximately

- 11 percent staff holding a PhD;
- 50 percent holding a Master's degree; and
- 39 percent holding a Bachelor's degree or lower.

At the Central Office, the staffing formula will increase from 33 to 217. Each NEAP-RO will have approximately 18 staff, which will contribute to the significant strengthening of the workforce.

See Table 6-1 at the end of the chapter for the summary of the Organization Pre-transition Phase and the proposed Transition Plan.

6.2.2 Program Transition Phase (March 2019 – December 2020)

The Program Transition Phase detailed here occurs in tandem with the Organization Transition Phase and the ICT Transition Phase outlined in 6.2.1 and 6.2.3, respectively. The Program Transition Phase includes, but is not limited to, the activities and accomplishments (A&A) listed below. The list of A&A is not exhaustive and some A&A require the identification and conduct of preparatory work. The increasing intensity of the workload corresponds with progressive staffing of the transformed NEAP.

Program Transition Phase 1: March – June 2019

- Continuation of existing Programs in Teach-out Mode (End June 2020). Existing PL programs will be progressively replaced by an expanded suite of revised and new programs. During the period that existing programs are being reviewed and revised, and new programs are being designed and developed, NEAP will continue to offer existing programs in their existing form. NEAP will gradually introduce the suite of revised and new programs. The phase-out (or teach-out) period will be complete by End June 2020.
- Formation of Liaison Office Team: Accreditation, Certification, Equivalency & Recognition Team (LOT ACER), which will begin preparatory work, consult with selected TEIs and other selected external PL providers, and prepare an ACER Discussion Paper.

Program Transition Phase 2: April – September 2019

- Continuation of existing Programs in Teach-out Mode (End June 2020)
- Planning, Preparation and Promotion of, and enrolment into, Master Classes Phase 1: Three Master Classes for Teachers: 1 Elementary Teachers; 1 Secondary Teachers; 1 Senior High School Teachers
- Announcement of Program Courses (June 2019 - December 2020) and scoping of required PL development teams

- Preparation of new Teacher Induction Program (TIP): Syllabus and resources

See Table 6-2 at the end of the chapter for the summary of the proposed Program Transition Plan.

Program Transition Phase 3: September – December 2019

- Continuation of existing Programs in Teach-out Mode (End June 2020)
- Preparation of new Teacher Induction Program (TIP): Syllabus and resources (Cont'd)
- Delivery of Master Classes Phase 1
- Finalization of ACER Guidelines

6.2.3 ICT System Transition Phase (March 2019 – December 2020)

The Program Transition Phase detailed here occurs contemporaneously with the Organization and Program Transition Plans outlined in Table 6-1 and Table 6-2, respectively. The ICT System Transition Plan comprises Planning, Construction, Testing, Data Collection and Implementation Phases. Each phase involves reporting to the Transition Team, or the Dean, through detailed reports that outline activities, accomplishments, challenges, resolutions and, where applicable, recommendations.

Program Transition Phase 4: January – June 2020

- Continuation of existing Programs in Teach-out Mode (End June 2020)
- Design, development and promotion of Career Progression Courses for teachers and school leaders
- Development of Master Classes Phase 2: Additional two Master Classes for teachers and four Master Classes for school leaders
- Commencement of Accreditation of external PL providers, Certification of external PL programs, and determination of Recognition and Equivalency (Round 1) in line with Liaison Office ACER Guidelines

ICT Transition Phase 1: April – June 2019:

Planning for Learning Management System (LMS): Clearinghouse and Education Management Information System (EMIS), Report 1

ICT Transition Phase 2: July – December 2019:

Construction of Learning Management System (LMS): Clearinghouse and Education Management Information System (EMIS), Report 2

ICT Transition Phase 3: January – June 2020:

Testing of Learning Management System (LMS): Clearinghouse and Education Management Information System (EMIS), Report 3

ICT Transition Phase 4: July – December 2020:

Planning for the collection and input of LMS and EMIS participation and achievement data, Report 4

ICT Transition Phase 5: December 2020:

LMS and EMIS fully operational, Report 5

Program Transition Phase 5: July – December 2020

- Delivery of Career Progression Courses for teachers and school leaders
- Delivery of TIP
- Delivery of Master Classes
- Promotion of Round 1 PL offered by external providers

See Table 6-3 at the end of the chapter for the summary of the proposed ICT System Transition Plan.

Program Transition Phase 6: January 2021 – Onward

- Career Progression Programs, Master Classes and TIP fully operational and continuing
- Further program development as required
- Ongoing Accreditation of external PL providers, Certification of external PL programs and determination of Recognition and Equivalency in line with Liaison Office ACER Guidelines

Table 6-1: Summary of Organization Pre-Transition Phase and Proposed Transition Plan

TRANSITION PLAN	2019												2020												2021	2022
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
Pre-Transition Phase																										
Approval of the study on NEAP Transformation (Full Report)			X																							
Constitution of the Transition Team/ Group			X	X																						
Job descriptions written and compiled for Central Office and Regional positions	X																									
Internal Equity Analysis done versus comparable positions	X																									
Presentation of Report by the Task Force to the Secretary and/or Execom/ Mancom of DepEd		X																								
DepEd Order on NEAP Transformation			X	X																						
Preparation for DBM Meetings			X	X	X	X																				
Creation of a Transition Team/Group			X	X																						
Transition Phase			X	X	X	X	X	X	X	X	X															
Identification of Office Space				X	X																					
Budget for entire NEAP for 2020			X	X	X																					
Meeting and Q&A with current NEAP CO Personnel			X	X	X																					
Presentations to HRDD and NEAP-R				X	X																					
Preparation of Materials for Recruitment				X	X	X	X																			
Announcement of Vacant Positions				X	X	X	X	X	X	X																
Discussions with DBM on Plantilla Allocation				X	X	X	X	X	X	X	X															
Recruitment, hiring, and placement - Formation and Training of Recruitment Task Force (RTF) – CO/ RO - Job Matching Exercise for Current NEAP Staff - Sourcing of Candidates (Internal and External) - Positioning of NEAP Staff - Analysis of unfilled items which can be used to fill up NEAP vacant positions - Recruitment of at least 33% NEAP CO and 33% NEAP RO staff - Training and Orientation for new incumbents				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Meetings with Stakeholders				X																						
Press release on NEAP Transformation				X																						
Designation (or possible secondment from state universities) of senior leaders of NEAP				X	X	X	X	X																		
Fact sheets, tarpaulins, banners, and standees				X	X	X	X	X																		
Start of new office set-up											X															
Hiring of balance of staff												X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Operationalization of the Transformed NEAP										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Full Staffing Complement																									X	

Table 6-2: Summary of Proposed Program Transition Plan

TRANSITION PLAN	2019												2020												2021
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Formation of Liaison Office Accreditation, Certification & Equivalency Recognition Team (LOT ACER)				X	X																				
Continuation of current programs in teach-out mode (end June 2020)				X	X	X	X	X	X	X	X	X	X	X	X	X	X								
LOT ACER Discussion Paper					X																				
Planning and Preparation of Master Classes Phase 1				X	X	X	X																		
Announcement of Program Courses (2019-2020) and scoping of required PL development teams							X																		
Promotion of and enrolment in Master Classes Phase 1								X	X																
Preparation of TIP syllabus and resources									X	X	X	X													
Delivery Master Classes Phase 1										X	X	X													
Finalization of Liaison Office ACER Guidelines											X														
Design, development and promotion of Career Progression Courses for teachers and school leaders													X	X	X	X	X	X							
Design, development and promotion of Master Classes Phase 2													X	X	X	X	X	X							
Preparation of syllabi, resources and schedule for Career Progression programs for teachers and school leaders													X	X	X	X	X	X	X	X	X	X	X	X	
Regional-level TIP orientation for principals, LAC leaders, Master teachers and other relevant personnel														X	X	X	X								
Commencement of Accreditation of external PL providers, Certification of external PL Programs, and determination of Recognition and Equivalency (Round 1)															X	X	X	X							
Preparation of syllabi, resources and schedule for at least 6 Master Classes Phase 2																X	X	X	X	X	X				
Roll-out of new TIP																		X	X	X	X	X	X	X	
Roll-out of Career Progression Programs for teachers and school leaders																		X	X	X	X	X	X	X	
Promotion of Round 1 Certified Programs offered by external providers																			X	X	X	X			
Full Operations, including delivery of Career Progression Programs and master classes, ongoing Accreditation of external providers and Accredited Programs																								X	

Table 6-3: Summary of Proposed ICT System Transition Plan

TRANSITION PLAN	2019												2020												2021
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Phase 1: Planning for LMS: Clearinghouse and EMIS data collection system, Report 1				X	X	X																			
Phase 2: Construction of LMS: Clearinghouse and EMIS, Report 2							X	X	X	X	X	X													
Phase 3: Testing of LMS: Clearinghouse and EMIS, Report 3													X	X	X	X	X	X							
Phase 4: LMS & EMIS: Planning for collection and input of PL participation and achievement data, Report 4																		X	X	X	X	X			
Phase 5: LMS & EMIS fully operational, Report 5																								X	
Commencement of LMS and EMIS PL Participation and achievement data collection																								X	

Table

**2019 BASE
(Full Year)**

17,711,121

-

& Other
(MOOE)

Recommendation 5

**Budget of the Proposed
NEAP**

00,000 L

days L&D

= 8.0 Billion

on = 1.6% of

et of P500

7

A TRANSFORMED NEAP will be the primary Learning and Development (L&D) arm of DepEd managing the following systems and related programs: Philippine Professional Standards for (i) Teachers, (ii) School Heads, and (iii) Supervisors.

5.1 The Task Force recommends that the NEAP transformation be phased and budgeted over a three-year transition period.

7.1 The Long View

A transformed NEAP will be responsible for the following:

1. orchestrating L&D for teachers and school leaders engaging a wide array of COEs, CODs and accredited TEIs to deliver L&D courses for different education stakeholders at the regional and divisional levels;
2. pursuing a partnership strategy with ecosystem partners to undertake the design, development, organization, delivery and certification of L&D programs either directly or through partner-organizations and other education institutions; and
3. taking charge of programming L&D funds and resources within DepEd whether these are (a) delivered by NEAP; (b) downloaded to a Division; or (c) contracted to a third-party accredited service provider. This means NEAP is responsible for monitoring and undertaking initial evaluation of L&D funds usage.

In the short term (2019), responsibility for budget planning and spending for L&D would be shared by NEAP and the different bureaus. Starting 2020, the DepEd L&D budget (HRTD) will be under the control of NEAP.⁷

Under the planned transformation, NEAP-RO staff will be administratively reporting to a respective Regional Director but will be technically supervised (i.e., subject to the standards set) by NEAP.

In every region, NEAP should identify the following to form key elements for its regional ecosystem of L&D:

- RELC (as a facility);
- COEs and CODs as identified by CHED (with L&D/training facilities, if any) as L&D partners;
- TEIs accredited by DepEd (with L&D/training facilities, if any) as L&D partners;
- Hotels, resorts, convention centers (facilities only) as training sites; and
- Private or public schools with adequate training facilities as training venues.

Venues for L&D/training purposes would be outsourced to other academic institutions, hotels and training institutions within a region, outside of where a RELC is located. This is to save on maintaining multiple training facilities other than the RELC in each region.

⁷ This is a practice used by matrix organizations in other industries. For budget and planning purposes, the funds required to operate NEAP-CO and NEAP-R will be reported as one (i.e. NEAP).

7.2 Budget Items to be Programmed

The total Budget for a fully transformed NEAP should include the following budget items that will constitute the financial amount that should be allocated and programmed to operate NEAP as a functioning entity:

1. **Personnel Services (PS)**
 - NEAP-CO
 - NEAP-RO (funds downloaded to the respective RO via the Direct Funds Release mechanism)
2. **Maintenance and Other Operating Expenses (MOOE – office management only)**
 - NEAP-CO
 - NEAP-RO (funds downloaded to the respective RO via the Direct Funds Release mechanism)
3. **Capital Outlay (CO) to outfit NEAP-CO and NEAP-RO adequately**
 - NEAP-CO
 - NEAP-RO (funds downloaded to the respective RO via the Direct Funds Release mechanism)

The Budget for NEAP will only cover NEAP-CO and NEAP-RO and their activities at these levels. The funds to support L&D/T&D at the division level will be part of each schools division budget under HRDD.

L&D funds intended for teachers and other education stakeholders who are the target public of the NEAP program are under a separate budget item called Human Resources Training & Development (HRTD). This can be overseen and programmed by NEAP, but is separate from the NEAP budget.

7.3 Cost Effectiveness Calculation

How much should it cost to deliver L&D services provided by NEAP to the entire DepEd intended L&D audience? Or, stated another way, how much would the NEAP multiplier be in terms of the amount of L&D service benefit delivered to beneficiaries (i.e., the value of L&D delivered) for every Peso spent as operating cost (overhead) to run the NEAP organization in a given year?

For purposes of monitoring and evaluation, cost-effectiveness should be measured by the following formula (the L&D multiplier):

$$\text{HRTD total spend divided by NEAP operating budget} = \text{NEAP multiplier}^*$$

**The amount of L&D generated and delivered to L&D recipients for every Peso of NEAP operating budget allocated.*

7.4 Budget Phasing

The transformation of NEAP can be phased and budgeted over a three-year transition period as follows:

7.4.1 2019 – Set-up phase

- Documentation and approval of new plantilla items with DBM
- Detailed vetting of internal staff in DepEd interested in NEAP positions
- Transfer of internal staff
- Identification of needed infrastructure and new office space
- Planning of new office set-up

7.4.2 2020 – Scheduled hiring of new NEAP personnel

January – March 2020: Initial hiring of new plantilla positions:

NEAP-CO	NEAP-RO
2020 - 33.33% PS	2020 - 33.33% PS
2021 - 33.33% PS	2021 - 33.33% PS
2022 - 33.33% PS	2022 - 33.33% PS

- Budget for entire NEAP for 2020 to be submitted by March 2019

7.4.3 2022 onwards – Full operation

From 2022, NEAP is expected to be fully operational.

7.5 Space Allocation

NEAP-CO will be set up in the DepEd compound or proximate to it. Two options are proposed for final deliberation. Also, facilities in Baguio would provide an extension or satellite office. There are also facilities in the regions.

7.5.1 Option 1: Within the DepEd compound

Within the DepEd compound, space for a large unit is limited. The only existing spaces available are the following:

- (i) Renovation of Dormitory D (former EDPITAF Building)⁸ or

- (ii) Tearing down the dilapidated structure (Dormitory D) and constructing a new building.

The structural soundness of Dormitory D is still to be determined by an independent consultant who will determine if the building is structurally sound and can or cannot be renovated to hold the anticipated load and traffic. The dilapidated structure definitely needs the complete dismantling of the decrepit structure and a totally new construction.

7.5.2 Option 2: Outside the DepEd compound but within Metro Manila

Possible sites exist outside of the DepEd compound but within Metro Manila, however the construction of a new building would be required. Further study would be required.

7.5.3 Additional National NEAP Facility: NEAP Teachers’ Camp (Baguio City)

DepEd will refurbish the NEAP Training Facility in Teachers’ Camp in Baguio City to serve as a national L&D site for the entire Department and its different partner organizations.

7.5.4 Regional Education Learning Center

In every region, there should be a RELC that is either (a) adjacent to the regional office, or (b) centrally-located within the region.

The RELCs will remain under management by Regions, but shall be made available with appropriate revenue fees for training activities of NEAP.

The list of current RELCs – of varying degrees of fitness and/or disrepair – are in Table 7-1.

⁸ A rough estimate to refurbish/renovate Dormitory D (formerly EDPITAF) in the DepED compound to be used as the NEAP-CO base:

- Four floors (200 square meters per floor).
- Walk-up.
- Subject to renovation (For further study: Estimate of 40,000/square meter = PhP 32.0 Million).
- Space allocation would be strictly for office use only.

Table 7-1: List of Current RELCs

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 – SOCKSARGEN	Quirino Avenue, Brgy. Dadiangan East, General Santos City
CAR	(same as Baguio Teachers' Camp)
CARAGA	Butuan City
BAGUIO (NEAP-CO)	Baguio Teachers' Camp, Baguio City

An initial budget of Php 10.0 Million per RELC can be programmed for 2020 to upgrade each facility. Teachers' Camp in Baguio City will need a larger study to determine how much more renovation needs to be done on that facility.

7.6 Cost to Set Up and Operationalize NEAP

The NEAP budget is to be divided into three parts. These are: Operating (PS, MOOE) for NEAP-CO and NEAP-RO; Training/L&D program costs; and Capital Outlay. Each of these is discussed briefly below.

7.6.1 Operating (PS, MOOE) for NEAP-CO and NEAP-RO

The costs for running the offices, organization, including PS, MOOE for overhead, Budget and planning assumptions are:

- (i) For NEAP-CO in 2019, the base PS would be the same as in 2018 but based on current salary grades and rates.

- (ii) NEAP-RO, the design study assumes that all positions would be new and would have to be created and funded with new appropriations.
- (iii) For 2020, a budget to cover all planned positions (new staff hiring) for both NEAP-CO and NEAP-RO will be proposed and submitted in 2019, subject to DBM and CSC action. Priority hiring would be for leadership and team head positions.
- (iv) MOOE is calculated as equivalent to 40% of total PS for the stated year.

7.6.2 Training/L&D program costs

L&D program funds are sourced from the DepEd annual appropriations. In 2019, the L&D budget is set at around P1.7 Billion and is still spread out among the different Bureaus and Centers of DepEd. Starting in 2020, L&D will be managed more strategically by NEAP. L&D costs are divided into three main cost items:

- **Faculty costs**
 - Starting in 2020, NEAP will contract part-time faculty from leading

Philippine universities and colleges (COEs, CODs) to serve for limited periods of time (i.e., a semester or academic year). Payment for these services will be funded by NEAP MOOE funds.

- **Training/L&D costs**
 - o L&D funds are short-term training funds made available to teachers and other DepEd personnel; to be sourced from the Department's HRTD Fund.
- **Scholarships**
 - o Longer term funds that allow teachers and other DepEd personnel the opportunity to study for a formal degree at some academic institution whether local or foreign.

7.6.3 Capital Outlay

Capital outlay can only be determined once a site for NEAP-CO is determined. Some planning assumptions include:

- (i) NEAP-CO capital outlay will depend on the final determination based on whether DepEd will build, renovate or rent a new office.
- (ii) Capital Outlay (infrastructure) will depend on what type of construction is required for a new NEAP office (subject to design concepts).
- (iii) A detailed assessment of the condition of NEAP-Teachers' Camp needs to be done to determine if major investment in capital outlay needs to be done.
- (iv) For each RELC, an initial fund of P10 Million per RELC should be budgeted for 2020 to provide funds for an upgrading of equipment and facilities.
- (v) Capital outlay for equipment will have to be determined based on the following parameters (to be determined):
 - Number of computer stations or laptops
 - Internet connectivity

- Telecommunications
- Audio-visual equipment
- Meeting rooms
- Work station furniture
- Conference rooms
- Meeting rooms
- Lighting and sound
- Comfort rooms
- Janitorial stations
- Utility room(s)
- Elevator
- PWD ramps and access
- Motor pool vehicles

7.7 Budget Calculations

The Personnel Services budget for all identified positions in NEAP include 217 (26 existing + 191 created positions) in NEAP-CO and 18 in each NEAP-RO (x 16 regions = 288 positions).

Two funding scenarios are proposed in this design study:

Scenario 1: DepEd will utilize a portion of its budget in 2019 to fund 50% of its new staffing requirements (both NEAP-CO and NEAP-RO) with the balance to be funded in 2020.

Scenario 2: DepEd will fund the NEAP expansion in 2020 with no expansion planned in 2019.

NOTE: The determination of which funding scenario to pursue will depend on the approval of the Office of the President and Department of Budget & Management as requested by the DepEd Secretary.

Itemized, progressive personnel services budgets for NEAP-CO and NEAP-RO are presented in Annexes 1 and 2, respectively.

MOOE is calculated at 40% of PS in a given year subject to review in the future based on historical spending and audit.

No calculation for capital outlay (CO) for NEAP-

CO is calculated until a more definite direction is set by DepEd Management. For each NEAP-RO, a P10 -million renovation fund will be planned in 2020.

Note: Worksheets 1-NEAP-CO PS and Worksheets 2-NEAP-RO PS that contain detailed total costs can be found in the Annex.

**7.8 NEAP Budget Planner
(2020 – 2022)**

The summary of the Personnel Services Budget is based on the staffing that will be phased over three budget years as shown in Table 7-2 and Table 7-3.

Table 7-2: Personnel Services Budget for NEAP-CO

NEAP-CO	2020	2021	2022
Salary			
		SALARY (2021) + FULL SALARY (2020) =	SALARY (2022) + FULL SALARY (2020 and 2021) =
	18,432,264	51,822,354	80 782,254
Benefits			
		BENEFITS (2021) + FULL BENEFITS (2020) =	BENEFITS (2022) + FULL BENEFITS (2020 and 2021) =
	7,346,578.04	20,688,645.40	32,275,668.28
Total	25,778,842	72,510,999	113,057,922

Table 7-3: Personnel Services Budget for NEAP-RO

NEAP-RO	2020	2021	2022
Salary			
		SALARY (2021) + FULL SALARY (2020) =	SALARY (2022) + FULL SALARY (2020 and 2021) =
	1,617,138	4,672,974	7,104,822
Benefits			
		BENEFITS (2021) + FULL BENEFITS (2020) =	BENEFITS (2022) + FULL BENEFITS (2020 and 2021) =
	700,927.56	1,958,305.76	2,940,315.22
Total	2,318,066	6,631,280	10,045,137
(across 16 regions)	37,089,048.96	106,100,476.2	160,722,195.5
NEAP-CO + -RO	62,867,891	178,611,476	273,780,118

REFERENCE LIST

8.1 Official Documents in Chronological Order

- Letter of Instructions No. 1487, 1985, Institutionalizing a Revitalized Program of Teacher In-service Training in the Public Schools.
- Department of Education, Culture and Sports Order No. 30, s. 1987, Guidelines for the Effective Utilization of the Regional Educational Learning Center (RELC).
- Administrative Order No. 282, 1992, Renaming the National Educational Learning Center as the National Educators Academy of the Philippines and for other purposes.
- Department of Education, Culture and Sports Order No. 25, s. 1997, Constituting the Advisory Council of National Educators Academy of the Philippines.
- Department of Education Order No. 111, s. 2009, Establishment of the National Educators Academy of the Philippines in the Region.
- Department of Education Order 52, s. 2015, New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education.
- Department of Education Memorandum No. 118, s. 2016, Operational Guidelines Pending Appointment of Undersecretaries and Assistant Secretaries.
- Department of Education Office Memorandum No. 1, 2018, Creation of Task Force on National Educators Academy of the Philippines transformation.

Other Sources (arranged in alphabetical order)

- Australian Government. (2015). *Module 10: Change management and communication*.
- Beatty, C. A. (2015). *Communicating during an organizational change*. Kingston, ON: Queen's University IRC.
- Philippine National Research Center for Teacher Quality (2016). *Teacher Development Needs Study*
- Schleicher, A. (2011). *Building a high-quality teaching profession: lessons from around the world*, OECD Publishing (p. 10). Retrieved from <http://dx.doi.org/10.1787/9789264113046-en>

ANNEX 1. NEAP-CO PERSONNEL SERVICES BUDGET

POSITIONS	SG	MONTHLY	ANNUALLY	2019 (existing)		2020 (for creation)		2021 (for creation)		2022 (for creation)	
Assistant Secretary/ Dean*	29	155,030	1,860,360	1	1,860,360	0	0	0	0	0	0
Director III	27	121,411	1,456,932	1	1,456,932	5	364,230	728,460	728,460	728,460	728,460
Director IV	28	137,195	1,646,340	1	1,646,340	0	0	0	0	0	0
Director II	26	107,444	1,289,328			2	128,932	257,865	257,865	257,865	257,865
Project Development Officer III	18	40,637	487,644			0	0	292,586	292,586	463,261	463,261
Project Development Officer II	15	30,531	366,372	1	366,372	3	54,958	146,548	146,548	219,232	219,232
Project Development Officer I	11	20,754	249,048			4	49,809	149,428	149,428	249,048	249,048
Administrative Assistant III	9	17,975	215,700	1	215,700	1	107,850	32,350	32,350	53,925	53,925
Administrative Assistant II	8	16,758	201,096	3	603,288	5	502,740	180,986	180,986	341,863	341,863
Administrative Aide IV	4	13,214	158,568	1	158,568	4	317,136	79,284	79,284	110,976	110,976
Chief Education Program Specialist	24	83,406	1,000,872			4	200,174	550,479	550,479	750,654	750,654
Senior Education Program Specialist	19	45,269	543,228	7	3,802,596	12	325,938	114,078	114,078	225,439	225,439
Education Program Specialist II	16	33,584	403,008	4	1,612,032	6	120,902	382,857	382,857	664,963	664,963
Education Program Specialist I	12	22,938	275,256			4	55,052	178,916	178,916	330,307	330,307
Supervising Education Program Specialist	22	65,319	783,828			4	156,766	470,298	470,298	783,828	783,828
Project Manager V ⁹	24	83,406	1,000,872	1	1,000,872		0	0	0	0	0
Senior Project Development Officer ¹⁰	18	40,637	543,228			1	271,614	108,646	108,646	162,968	162,968
Chief Administrative Officer	24	83,406	1,000,872			1	500,436	100,082	100,082	100,082	100,082
Administrative Assistant III	9	17,975	215,700	1	215,700		0	0	0	0	0
Administrative Officer IV	15	30,531	366,372	2	732,744		0	0	0	0	0
Accountant III	19	45,269	543,228	1	543,228		0	0	0	0	0
Information Technology Officer III	24	83,406	1,000,872			1	500,436	100,082	100,082	100,082	100,082
Statistician III	18	40,637	487,644			1	243,822	48,764	48,764	48,764	48,764
Information Systems Analyst II	16	33,584	403,008			1	201,504	40,308	40,308	40,308	40,308
Information Systems Analyst III	19	45,269	543,228			0	0	27,161	27,161	54,322	54,322
Computer Programmer III	18	40,637	487,644			1	243,822	48,764	48,764	48,764	48,764
Information Technology Officer II	22	65,319	783,828			0	0	117,542	117,542	313,531	313,531
Administrative Officer V	18	25,232	302,784	1	302,784		0	0	0	0	0
				26	0	64	184,326	518,235	63	807,825	807,825

⁹ No existing Project Manager V position. Use the Project Development Officer V position.

¹⁰ No Senior Project Development Officer position. Use the Project Development Officer III position.

REPORT OF THE TASK FORCE ON NEAP TRANSFORMATION

Annex 1.1 Continuation (NEAP-CO Personnel Services Budget)

POSITIONS	Monthly Salary	PERA	RATA	Philhealth	Monthly ECIP / Pag-Ibig	Salary	PERA	RATA	Pag-Ibig
Assistant Secretary/ Dean*	155,030.00	2,000.00	20,000.00	550.00	100.00	1,860,360.00	24,000.00	240,000.00	1,200.00
Director III	83,406.00	2,000.00	10,000.00	550.00	100.00	1,000,872.00	24,000.00	120,000.00	1,200.00
Director IV	137,195.00	2,000.00	19,000.00	550.00	100.00	1,646,340.00	24,000.00	228,000.00	1,200.00
Director II	107,444.00	2,000.00	16,000.00	550.00	100.00	1,289,328.00	24,000.00	192,000.00	1,200.00
Project Development Officer III	40,637.00	2,000.00		550.00	100.00	487,644.00	24,000.00		1,200.00
Project Development Officer II	30,531.00	2,000.00		419.80	100.00	366,372.00	24,000.00		1,200.00
Project Development Officer I	22,938.00	2,000.00		315.40	100.00	275,256.00	24,000.00	-	1,200.00
Administrative Assistant III	17,975.00	2,000.00		247.16	100.00	215,700.00	24,000.00		1,200.00
Administrative Assistant II	16,758.00	2,000.00		230.42	100.00	201,096.00	24,000.00		1,200.00
Administrative Aide IV	13,214.00	2,000.00		181.69	100.00	158,568.00	24,000.00		1,200.00
Chief Education Program Specialist	83,406.00	2,000.00	10,000.00	550.00	100.00	1,000,872.00	24,000.00	120,000.00	1,200.00
Senior Education Program Specialist	45,269.00	2,000.00		550.00	100.00	543,228.00	24,000.00		1,200.00
Education Program Specialist II	33,584.00	2,000.00		461.78	100.00	403,008.00	24,000.00		1,200.00
Education Program Specialist I	22,938.00	2,000.00		315.40	100.00	275,256.00	24,000.00		1,200.00
Supervising Education Program Specialist	65,319.00	2,000.00		550.00	100.00	783,828.00	24,000.00		1,200.00
Project Manager V ¹¹	83,406.00	2,000.00	10,000.00	550.00	100.00	1,000,872.00	24,000.00	120,000.00	1,200.00
Senior Project Development Officer ¹²	40,637.00	2,000.00		550.00	100.00	487,644.00	24,000.00		1,200.00
Chief Administrative Officer	83,406.00	2,000.00	10,000.00	550.00	100.00	1,000,872.00	24,000.00	120,000.00	1,200.00
Administrative Assistant III	17,975.00	2,000.00		247.16	100.00	215,700.00	24,000.00		1,200.00
Administrative Officer IV	30,531.00	2,000.00		419.80	100.00	366,372.00	24,000.00		1,200.00
Accountant III	45,269.00	2,000.00		550.00	100.00	543,228.00	24,000.00		1,200.00
Information Technology Officer III	83,406.00	2,000.00	10,000.00	550.00	100.00	1,000,872.00	24,000.00	120,000.00	1,200.00
Statistician III	40,637.00	2,000.00		550.00	100.00	487,644.00	24,000.00		1,200.00
Information Systems Analyst II	33,584.00	2,000.00		461.78	100.00	403,008.00	24,000.00		1,200.00
Information Systems Analyst III	45,269.00	2,000.00		550.00	100.00	543,228.00	24,000.00		1,200.00
Computer Programmer III	40,637.00	2,000.00		550.00	100.00	487,644.00	24,000.00		1,200.00
Information Technology Officer II	65,319.00	2,000.00		550.00	100.00	783,828.00	24,000.00		1,200.00
Administrative Officer V	40,637.00	2,000.00		550.00	100.00	487,644.00	24,000.00		1,200.00

¹¹ No existing Project Manager V position. Use the Project Development Officer V position.

¹² No Senior Project Development Officer position. Use the Project Development Officer III position.

Annex 1.2 Continuation (NEAP-CO Personnel Services Budget)

POSITIONS	Philhealth	GSIS Life and Retirement	ECIP	Clothing Allowance	Mid-Year Bonus	Year-End Bonus	Cash Gift	PEI
Assistant Secretary/ Dean*	6,600.00	223,243.20	1,200.00	6,000.00	155,030.00	155,030.00	5,000.00	5,000.00
Director III	6,600.00	120,104.64	1,200.00	6,000.00	83,406.00	83,406.00	5,000.00	5,000.00
Director IV	6,600.00	197,560.80	1,200.00	6,000.00	137,195.00	137,195.00	5,000.00	5,000.00
Director II	6,600.00	154,719.36	1,200.00	6,000.00	107,444.00	107,444.00	5,000.00	5,000.00
Project Development Officer III	6,600.00	58,517.28	1,200.00	6,000.00	40,637.00	40,637.00	5,000.00	5,000.00
Project Development Officer II	5,037.60	43,964.64	1,200.00	6,000.00	30,531.00	30,531.00	5,000.00	5,000.00
Project Development Officer I	3,784.80	33,030.72	1,200.00	6,000.00	22,938.00	22,938.00	5,000.00	5,000.00
Administrative Assistant III	2,965.92	25,884.00	1,200.00	6,000.00	17,975.00	17,975.00	5,000.00	5,000.00
Administrative Assistant II	2,765.04	24,131.52	1,200.00	6,000.00	16,758.00	16,758.00	5,000.00	5,000.00
Administrative Aide IV	2,180.28	19,028.16	1,200.00	6,000.00	13,214.00	13,214.00	5,000.00	5,000.00
Chief Education Program Specialist	6,600.00	120,104.64	1,200.00	6,000.00	83,406.00	83,406.00	5,000.00	5,000.00
Senior Education Program Specialist	6,600.00	65,187.36	1,200.00	6,000.00	45,269.00	45,269.00	5,000.00	5,000.00
Education Program Specialist II	5,541.36	48,360.96	1,200.00	6,000.00	33,584.00	33,584.00	5,000.00	5,000.00
Education Program Specialist I	3,784.80	33,030.72	1,200.00	6,000.00	22,938.00	22,938.00	5,000.00	5,000.00
Supervising Education Program Specialist	6,600.00	94,059.36	1,200.00	6,000.00	65,319.00	65,319.00	5,000.00	5,000.00
Project Manager V ¹³	6,600.00	120,104.64	1,200.00	6,000.00	83,406.00	83,406.00	5,000.00	5,000.00
Senior Project Development Officer ¹⁴	6,600.00	58,517.28	1,200.00	6,000.00	40,637.00	40,637.00	5,000.00	5,000.00
Chief Administrative Officer	6,600.00	120,104.64	1,200.00	6,000.00	83,406.00	83,406.00	5,000.00	5,000.00
Administrative Assistant III	2,965.92	25,884.00	1,200.00	6,000.00	17,975.00	17,975.00	5,000.00	5,000.00
Administrative Officer IV	5,037.60	43,964.64	1,200.00	6,000.00	30,531.00	30,531.00	5,000.00	5,000.00
Accountant III	6,600.00	65,187.36	1,200.00	6,000.00	45,269.00	45,269.00	5,000.00	5,000.00
Information Technology Officer III	6,600.00	120,104.64	1,200.00	6,000.00	83,406.00	83,406.00	5,000.00	5,000.00
Statistician III	6,600.00	58,517.28	1,200.00	6,000.00	40,637.00	40,637.00	5,000.00	5,000.00
Information Systems Analyst II	5,541.36	48,360.96	1,200.00	6,000.00	33,584.00	33,584.00	5,000.00	5,000.00
Information Systems Analyst III	6,600.00	65,187.36	1,200.00	6,000.00	45,269.00	45,269.00	5,000.00	5,000.00
Computer Programmer III	6,600.00	58,517.28	1,200.00	6,000.00	40,637.00	40,637.00	5,000.00	5,000.00
Information Technology Officer II	6,600.00	94,059.36	1,200.00	6,000.00	65,319.00	65,319.00	5,000.00	5,000.00
Administrative Officer V	6,600.00	58,517.28	1,200.00	6,000.00	40,637.00	40,637.00	5,000.00	5,000.00

¹³ No existing Project Manager V position. Use the Project Development Officer V position.

¹⁴ No Senior Project Development Officer position. Use the Project Development Officer III position.

REPORT OF THE TASK FORCE ON NEAP TRANSFORMATION

Annex 1.3 Continuation (NEAP-CO Personnel Services Budget)

POSITIONS	TOTAL (per position)	Annual Benefits	2019 (existing)	2020	2021	2022	2019 Full Salary	2019 Full Benefits
Assistant Secretary/Dean*	2,682,663.20	822,303.20	2,682,663.20	-	-	-	0	0
Director III	1,456,788.64	455,916.64	1,456,788.64	1,139,791.60	2,279,583.20	2,279,583.20	7,284,660.00	2,279,583.20
Director IV	2,395,290.80	748,950.80	2,395,290.80	-	-	-	0	0
Director II	1,899,935.36	610,607.36	-	610,607.36	1,221,214.72	1,221,214.72	2,578,656.00	1,221,214.72
Project Development Officer III	676,435.28	188,791.28	-	377,582.56	1,132,747.68	1,793,517.16	1,950,576.00	755,165.12
Project Development Officer II	518,836.24	152,464.24	518,836.24	228,696.36	609,856.96	914,785.44	1,099,116.00	457,392.72
Project Development Officer I	400,347.52	125,091.52	-	250,183.04	750,549.12	1,250,915.20	996,192.00	500,366.08
Administrative Assistant III	322,899.92	107,199.92	322,899.92	53,599.96	160,799.88	267,999.80	215,700.00	107,199.92
Administrative Assistant II	303,908.56	102,812.56	911,725.68	257,031.40	925,313.04	1,747,813.52	1,005,480.00	514,062.80
Administrative Aide IV	248,604.44	90,036.44	248,604.44	180,072.88	450,182.20	630,255.08	634,272.00	360,145.76
Chief Education Program Specialist	1,456,788.64	455,916.64	-	911,833.28	2,507,541.52	3,419,374.80	4,003,488.00	1,823,666.56
Senior Education Program Specialist	747,953.36	204,725.36	5,235,673.52	1,228,352.16	4,299,232.56	8,496,102.44	6,518,736.00	2,456,704.32
Education Program Specialist II	566,478.32	163,470.32	2,265,913.28	490,410.96	1,552,968.04	2,697,260.28	2,418,048.00	980,821.92
Education Program Specialist I	400,347.52	125,091.52	-	250,183.04	813,094.88	1,501,098.24	1,101,024.00	500,366.08
Supervising Education Program Specialist	1,057,525.36	273,697.36	-	547,394.72	1,642,184.16	2,736,973.60	3,135,312.00	1,094,789.44
Project Manager V ¹⁵	1,456,788.64	455,916.64	1,456,788.64	-	-	-	0	0
Senior Project Development Officer ¹⁶	676,435.28	188,791.28	-	94,395.64	377,582.56	566,373.84	543,228.00	188,791.28
Chief Administrative Officer	1,456,788.64	455,916.64	-	227,958.32	455,916.64	455,916.64	1,000,872.00	455,916.64
Administrative Assistant III	322,899.92	107,199.92	322,899.92	-	-	-	0	0
Administrative Officer IV	518,836.24	152,464.24	1,037,672.48	-	-	-	0	0
Accountant III	747,953.36	204,725.36	747,953.36	-	-	-	0	0
Information Technology Officer III	1,456,788.64	455,916.64	-	227,958.32	455,916.64	455,916.64	1,000,872.00	455,916.64
Statistician III	676,435.28	188,791.28	-	94,395.64	188,791.28	188,791.28	487,644.00	188,791.28
Information Systems Analyst II	566,478.32	163,470.32	-	81,735.16	163,470.32	163,470.32	403,008.00	163,470.32
Information Systems Analyst III	747,953.36	204,725.36	-	-	102,362.68	204,725.36	0	0
Computer Programmer III	676,435.28	188,791.28	-	94,395.64	188,791.28	188,791.28	487,644.00	188,791.28
Information Technology Officer II	1,057,525.36	273,697.36	-	-	410,546.04	1,094,789.44	0	0
Administrative Officer V	676,435.28	188,791.28	676,435.28	-	-	-	0	0
			20,280,145.40	7,346,578.04	20,688,645.40	32,275,668.28	36,864,528.00	14,693,156.08

¹⁵ No existing Project Manager V position. Use the Project Development Officer V position.

¹⁶ No Senior Project Development Officer position. Use the Project Development Officer III position.

ANNEX 2. NEAP-RO PERSONNEL SERVICES BUDGET

POSITION	# OF POSITIONS	SALARY GRADE	OFFICE/DIVISION	Number	2020	2021	2022	ANNUALLY
Director II	1	26	ODIR	1	1			1,289,328
Supervising Education Program Specialist	2	22	Program Development and Delivery Unit (1)	1	1			783,828
			Liaison and Evaluation Unit (1)	1		1		783,828
Senior Education Program Specialist	3	19	Program Development and Delivery Unit (2)	2	1	1		543,228
			Liaison and Evaluation Unit (1)	1		1		543,228
Education Program Specialist II	6	16	Program Development and Delivery Unit (4)	4		1	3	403,008
			Liaison and Evaluation Unit (2)	2		1	1	403,008
Administrative Assistant II	3	8	ODIR (1)	1	1			201,096
			Program Development and Delivery Unit (1)	1	1			201,096
			Liaison and Evaluation Unit (1)	1		1		201,096
Dormitory Manager II	1	9	RELC (1)	1	1			215,700
Administrative Assistant III	1	9	RELC (1)	1			1	215,700
Administrative Aide IV	1	4	RELC (1)	1			1	158,568
TOTAL	18				6	6	6	

Annex 2.1 Continuation (NEAP-RO Personnel Services Budget)

OFFICE/DIVISION	Monthly Salary	PERA	RATA	Philhealth	Monthly ECIP/Pag-Ibig
ODIR	107,444.00	2,000.00	16,000.00	550.00	100.00
Program Development and Delivery Unit (1)	65,319.00	2,000.00		550.00	100.00
Liaison and Evaluation Unit (1)	65,319.00	2,000.00		550.00	100.00
Program Development and Delivery Unit (2)	45,269.00	2,000.00		550.00	100.00
Liaison and Evaluation Unit (1)	45,269.00	2,000.00		550.00	100.00
Program Development and Delivery Unit (4)	33,584.00	2,000.00		461.78	100.00
Liaison and Evaluation Unit (2)	33,584.00	2,000.00		461.78	100.00
ODIR (1)	16,758.00	2,000.00		230.42	100.00
Program Development and Delivery Unit (1)	16,758.00	2,000.00		230.42	100.00
Liaison and Evaluation Unit (1)	16,758.00	2,000.00		230.42	100.00
RELC (1)	17,975.00	2,000.00		247.16	100.00
RELC (1)	17,975.00	2,000.00		247.16	100.00
RELC (1)	13,214.00	2,000.00		181.69	100.00

REPORT OF THE TASK FORCE ON NEAP TRANSFORMATION

Annex 2.2 Continuation (NEAP-RO Personnel Services Budget)

ANNUAL BUDGET														
OFFICE/ DIVISION	Salary	PERA	RATA	Pag-Ibig	Philhealth	GSIS Life and Retirement	ECIP	Clothing Allowance	Mid-Year Bonus	Year-End Bonus	Cash Gift	PEI	TOTAL (per position)	Annual Benefits
ODIR	1,289,328.00	24,000.00	192,000.00	1,200.00	6,600.00	154,719.36	1,200.00	6,000.00	107,444.00	107,444.00	5,000.00	5,000.00	1,899,935.36	610,607.36
Program Develop- ment and Delivery Unit (1)	783,828.00	24,000.00		1,200.00	6,600.00	94,059.36	1,200.00	6,000.00	65,319.00	65,319.00	5,000.00	5,000.00	1,057,525.36	273,697.36
Liaison and Evalu- ation Unit (1)	783,828.00	24,000.00		1,200.00	6,600.00	94,059.36	1,200.00	6,000.00	65,319.00	65,319.00	5,000.00	5,000.00	1,057,525.36	273,697.36
Program Develop- ment and Delivery Unit (2)	543,228.00	24,000.00		1,200.00	6,600.00	65,187.36	1,200.00	6,000.00	45,269.00	45,269.00	5,000.00	5,000.00	747,953.36	204,725.36
Liaison and Evaluation Unit (1)	543,228.00	24,000.00		1,200.00	6,600.00	65,187.36	1,200.00	6,000.00	45,269.00	45,269.00	5,000.00	5,000.00	747,953.36	204,725.36
Program Development and Delivery Unit (4)	403,008.00	24,000.00		1,200.00	5,541.36	48,360.96	1,200.00	6,000.00	33,584.00	33,584.00	5,000.00	5,000.00	566,478.32	163,470.32
Liaison and Evaluation Unit (2)	403,008.00	24,000.00		1,200.00	5,541.36	48,360.96	1,200.00	6,000.00	33,584.00	33,584.00	5,000.00	5,000.00	566,478.32	163,470.32
ODIR (1)	201,096.00	24,000.00		1,200.00	2,765.04	24,131.52	1,200.00	6,000.00	16,758.00	16,758.00	5,000.00	5,000.00	303,908.56	102,812.56
Program Development and Delivery Unit (1)	201,096.00	24,000.00		1,200.00	2,765.04	24,131.52	1,200.00	6,000.00	16,758.00	16,758.00	5,000.00	5,000.00	303,908.56	102,812.56
Liaison and Evaluation Unit (1)	201,096.00	24,000.00		1,200.00	2,765.04	24,131.52	1,200.00	6,000.00	16,758.00	16,758.00	5,000.00	5,000.00	303,908.56	102,812.56
RELC (1)	215,700.00	24,000.00		1,200.00	2,965.92	25,884.00	1,200.00	6,000.00	17,975.00	17,975.00	5,000.00	5,000.00	322,899.92	107,199.92
RELC (1)	215,700.00	24,000.00		1,200.00	2,965.92	25,884.00	1,200.00	6,000.00	17,975.00	17,975.00	5,000.00	5,000.00	322,899.92	107,199.92
RELC (1)	158,568.00	24,000.00		1,200.00	2,180.28	19,028.16	1,200.00	6,000.00	13,214.00	13,214.00	5,000.00	5,000.00	248,604.44	90,036.44

Annex 2.3 Continuation (NEAP-RO Personnel Services Budget)

OFFICE/DIVISION	SALARY			BENEFITS			2019 Full Salary	2019 Full Benefits
	2020	2021	2022	2020	2021	2022		
ODIR	644,664.00	1,289,328.00	1,289,328.00	305,303.68	610,607.36	610,607.36	1,289,328.00	610,607.36
Program Development and Delivery Unit (1)	391,914.00	783,828.00	783,828.00	136,848.68	273,697.36	273,697.36	783,828.00	273,697.36
Liaison and Evaluation Unit (1)	0	391,914.00	783,828.00	0	136,848.68	273,697.36	0	0
Program Development and Delivery Unit (2)	271,614.00	814,842.00	1,086,456.00	102,362.68	307,088.04	409,450.72	543,228.00	204,725.36
Liaison and Evaluation Unit (1)	0	271,614.00	543,228.00	0	102,362.68	204,725.36	0	0
Program Development and Delivery Unit (4)	0	201,504.00	1,007,520	0	81,735.16	408,675.80	0	0
Liaison and Evaluation Unit (2)	0	201,504.00	604,512.00	0	81,735.16	245,205.48	0	0
ODIR (1)	100,548.00	201,096.00	201,096.00	51,406.28	102,812.56	102,812.56	201,096.00	102,812.56
Program Development and Delivery Unit (1)	100,548.00	201,096.00	201,096.00	51,406.28	102,812.56	102,812.56	201,096.00	102,812.56
Liaison and Evaluation Unit (1)	0	100,548.00	201,096.00	0	51,406.28	102,812.56	0	0
RELC (1)	107,850	215,700	323,550	53,599.96	107,199.92	160,799.88	215,700	107,199.92
RELC (1)	0	0	107,850	0	-	53,599.96	0	0
RELC (1)	0	0	79,284	0	-	40,018.22	0	0
	1,617,138.00	4,672,974.00	7,104,822	700,927.56	1,958,305.76	2,940,315.22	3,234,276.00	1,401,855.12



Philippine National
RESEARCH CENTER FOR TEACHER QUALITY
"A DFAT - Australian Aid Project through the
University of New England - SiMERR National Research Centre
in partnership with the Philippine Normal University -
The National Center for Teacher Education"

National Educators Academy of the Philippines TRANSFORMATION STUDY

Executive Summary
2018



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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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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.



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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 Training and Development (HRTD) 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 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 revitalized, transformed NEAP were analyzed 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).

There was 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 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.

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 organisational structure in addition to the one provided in DO 111, s. 2009, p. 10, offers an important 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.

Leadership and Governance

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

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

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 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.)

Teacher Agency

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

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.

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

Recommendation 23

It is recommended that the transformation of NEAP be championed through 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.

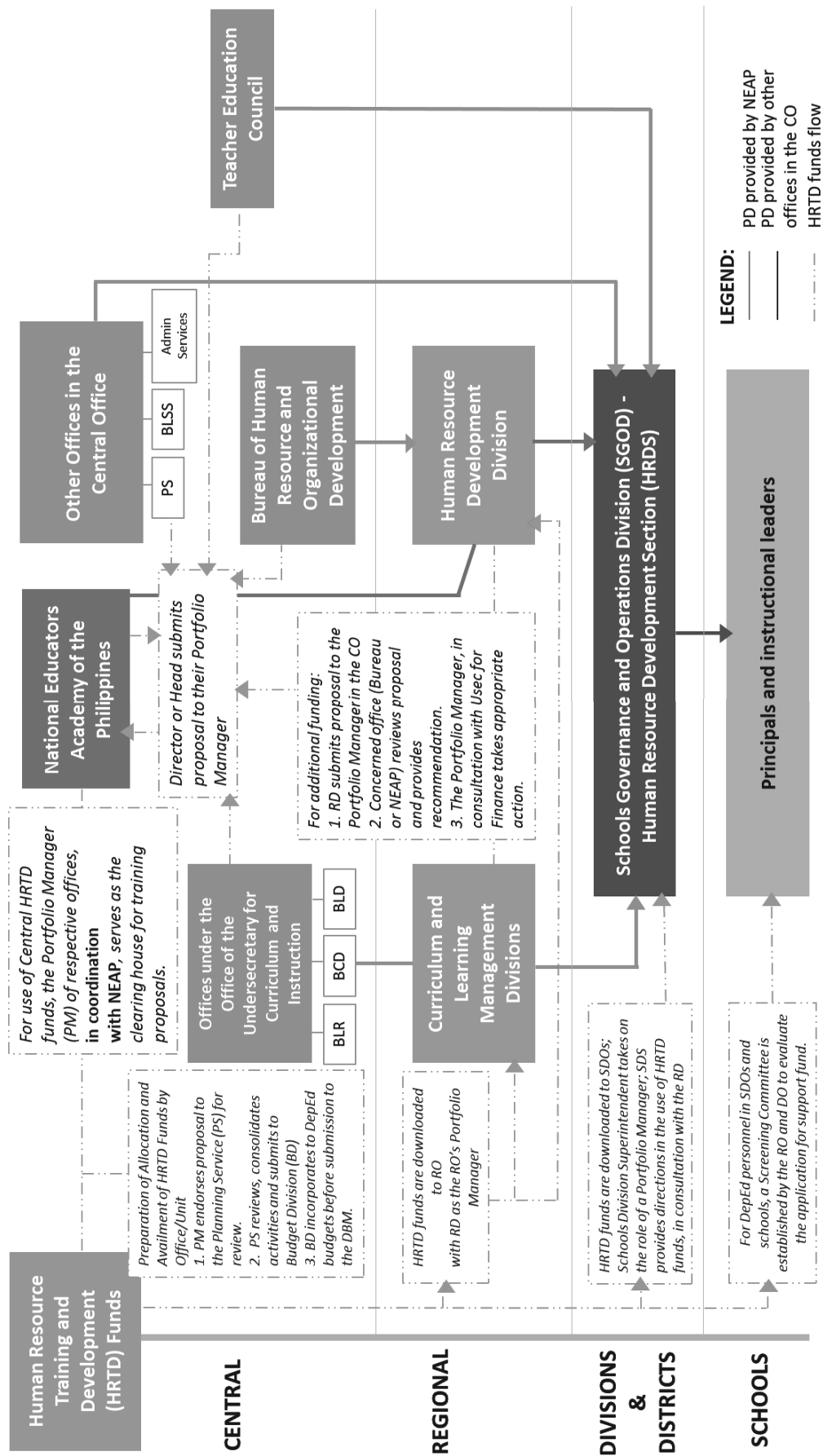


Figure ES-1: Overview of how Funds and Professional Development are cascaded from NEAP Central

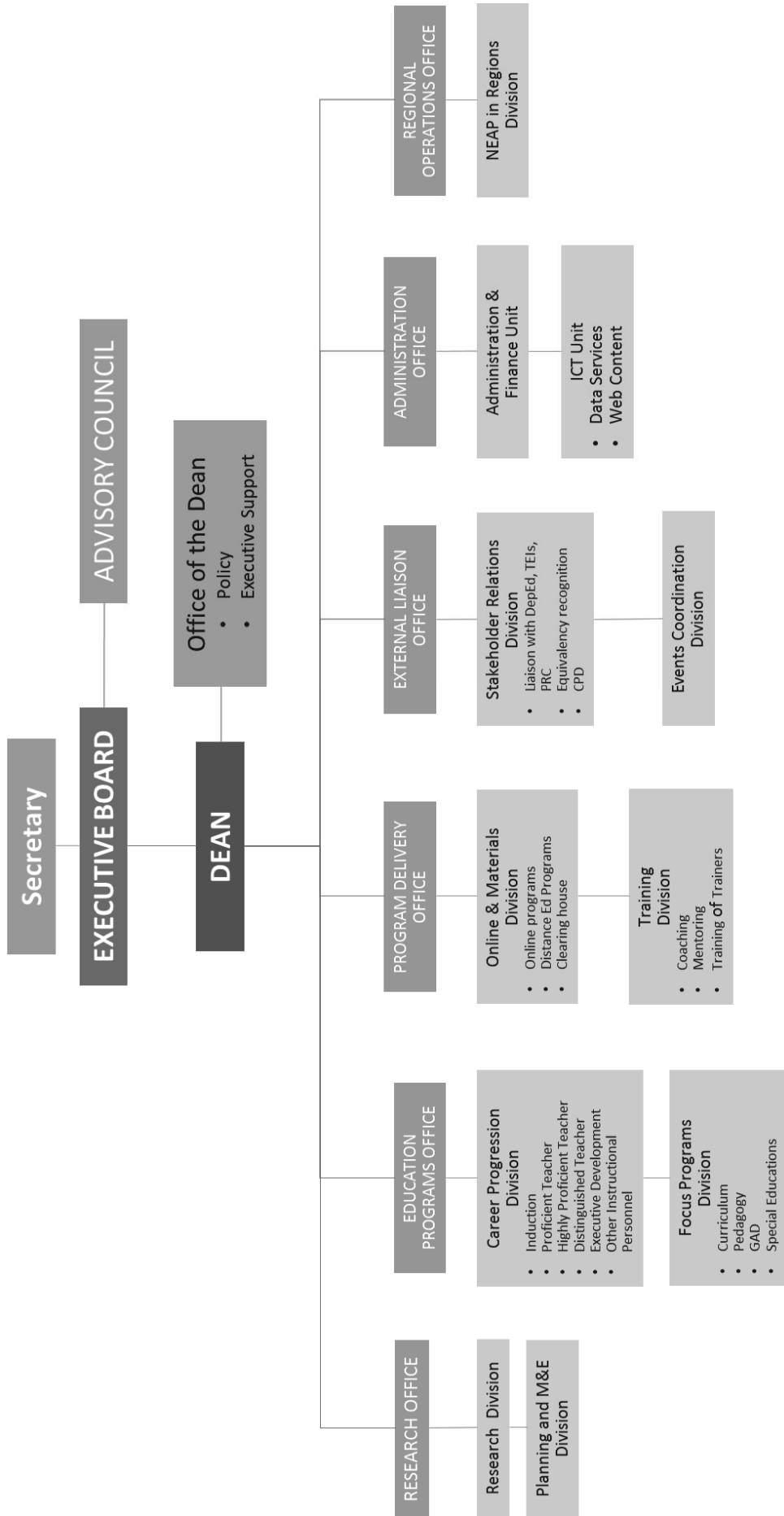


Figure ES-2: Organizational Chart – NEAP Central Office

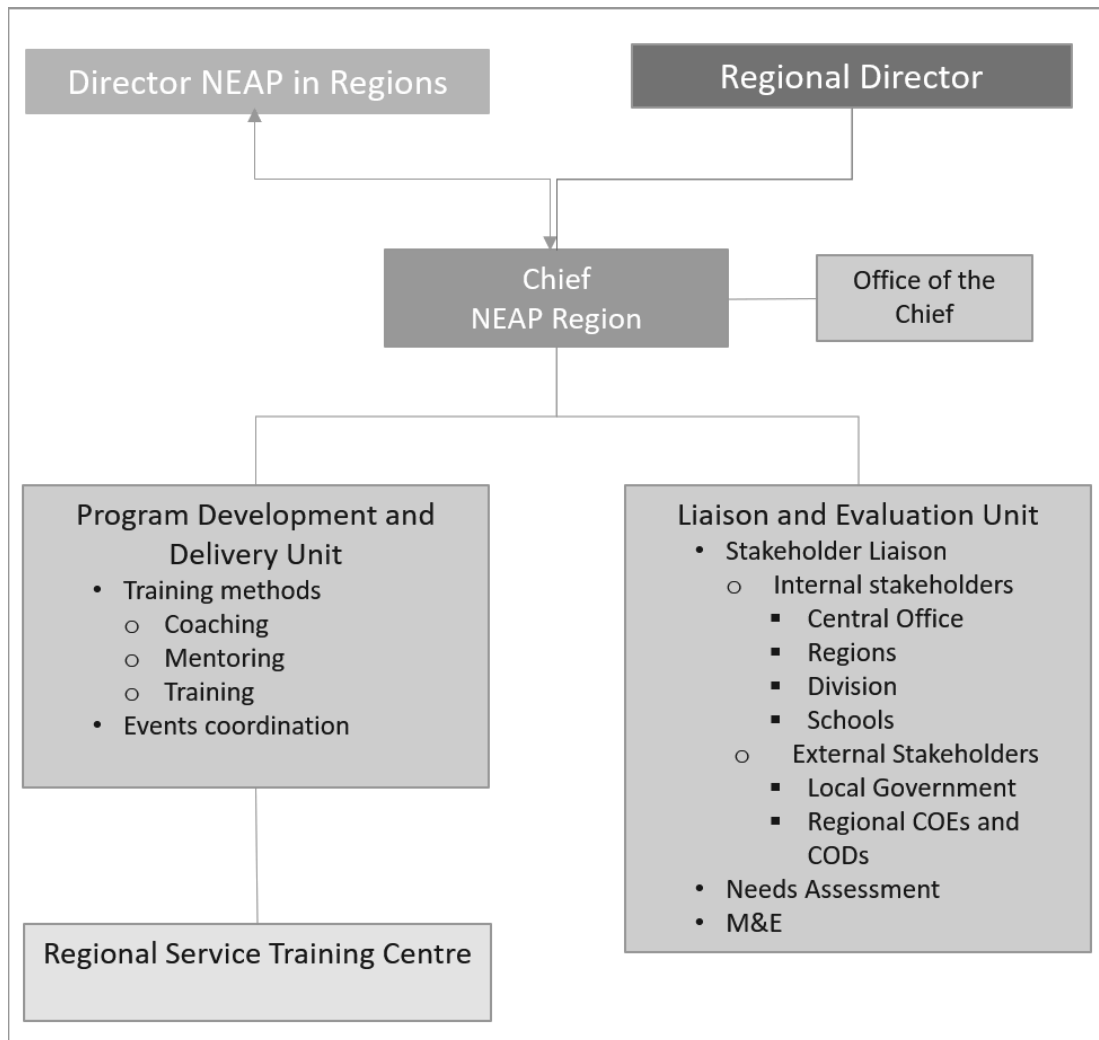


Figure ES-3: Organizational Chart – NEAP in Regions



REPORT OF THE TASK FORCE
ON NEAP TRANSFORMATION

PROPOSED DETAILED DESIGN

March 2019