

**PANTAWID PAMILYANG PILIPINO PROGRAM**  
National Program Management Office

**FOR :** **DIRECTOR GEMMA B. GABUYA**

**RECOMMENDING APPROVAL :** **DIRECTOR ERNESTINA Z. SOLLOSO**  
Deputy Program Manager for Support *ES*

**FROM :** **The PROJECT DEVELOPMENT OFFICER V**  
Capability Building Division

**SUBJECT :** **Guidance Notes on Conducting Online Training**

**DATE :** **25 November 2020**

May we respectfully submit to you the Guidance Notes on Conducting Online Training. The same was already requested to Social Welfare Institutional Development Bureau (SWIDB) for reference. However, as per feedback, it will be developed after they conduct a Training of Trainers activity.

The attached guidance notes aims to serve as a general guide to 4Ps RPMO and NPMO during the conduct of Capability Building Activities (CBAs) using online platforms. The document already incorporated the comments and inputs from the Office of the Deputy Program Management for Support. The same was also forwarded to the Division Chiefs on October 14 and 20, 2020, however, we were not able to receive any comments or inputs.

Last November 5, we forwarded the document to the Offices/Bureaus/Services/Units in the Central Office and to the Regional Program Management Offices for further inputs and comments. We received inputs from the following offices:

1. SOCTECH
2. Field Office NCR
3. Field Office V
4. Field Office VI
5. Field Office VII
6. Field Office BARMM

We already incorporated the recommendations / inputs gathered from the abovementioned offices. With this, may we request for the approval of the said guidance notes to serve as reference by both 4Ps NPMO and RPMO for upcoming CBAs during the pandemic situation.

Thank you.

*Rosilyn M. Arnigo*  
**ROSILYN M. ARNIGO**

### **Guidance Notes on the Conduct of Online Trainings during the COVID-19 Pandemic**

#### **I. Rationale**

President Rodrigo Roa Duterte approved the Republic Act 11469, the Bayanihan to Heal as One Act, also known as the Bayanihan Act, last March 2020 declaring the existence of a national emergency arising from the coronavirus disease 2019 (COVID - 19) situation and granting the President for a limited period additional authority to combat the pandemic in the Philippines. On the other hand, the Bayanihan to Recover as One Act, also known as Bayanihan 2, was signed into law on September 11, 2020, and is more about saving jobs and economic recovery.

The continuation of the community quarantine in many parts of the country has a substantial social and economic impact and, thus, a heightened effort of control transmission of infections through rigorous contact tracing, isolation of cases, quarantine of contacts while ensuring timely and adequate treatment to save lives. Despite this, the government is challenged to facilitate alternative arrangements and support mechanisms to ensure that all agencies will continue the welfare and development program for the public.

The capacity building encompasses a wide range of activities designed to improve the knowledge, skills, and attitudes (KAS) particularly of the 4Ps field workers and partner stakeholders. Capabilities comprise not only the technical skills and knowledge of the staff but also their attitudes and behaviors, which is a very important component that drives them to work better and serve well the beneficiaries of the program, including those capabilities needed in the time of national emergency. The provision of capacity building will ensure effective service to clients and continuous commitment from partners.

There are challenges in meeting the needs of capacity building; however, there are technology-based or online platforms that would help in the implementation of the same to minimize face to face interaction. These and other measures will be part of the world's 'New Normal', where alternative work arrangements and service provision will be implemented to facilitate and continue the practice of physical distancing and avoidance of crowded places.

Various online platforms offer programs and learning applications that provide various courses from beginners to advance levels. These online offerings may be availed to either directly learn from the provider or use it as a reference for the future conduct of online sessions. Either way, the influx of online programs made it easier for everyone to adapt to the new normal, pursue interests, sharpen, or learn new skills. The popularity of the online world has shown us how powerful it is as a tool in our everyday work and life.

## II.

### Legal Basis

#### a. National Instruments

**Proclamation No. 922, Declaring a State of Public Health Emergency Throughout the Philippines.** Whereas, such declaration would facilitate the implementation of the relevant provisions of RA 11332 to address the COVID-19 threat, including but not limited to mandatory reporting, intensify government response and measures, and enforce quarantine and disease control prevention measures.

**IATF Resolution No. 35 s. 2020.** Whereas, on May 11 May 2020, the IATF convened to analyze current and scientific data and apply the parameters to determine the appropriate community quarantine or social distancing measures that should be implemented in different provinces, highly-urbanized cities (HUCs),) and independent component cities (ICCs) in the country.

**CSC MC 10 & 18 s. 2020 Revised Interim Guidelines for Alternative Work Arrangements and Support Mechanisms for Workers in the Government During the Period of State of National Emergency Due to COVID-19 Pandemic.** General Guidelines: Agencies may use video conferencing/teleconferencing in conducting meetings to minimize face to face interaction.

#### b. DSWD Memorandum Circular

**Memorandum from the Executive Secretary – Stringent Social Distancing Measures and Further Guideline for the Management of the Coronavirus Disease 2019 (COVID-19) Situation.** Mass gathering shall be prohibited. A mass gathering is a planned or spontaneous event where the number of people attending the event could strain the planning and response resources of the city or municipality where the event will be held.

**DSWD Memorandum from the Secretary. Revised Internal Guidelines for the Adoption of Work Arrangements and Provision of Support Mechanism for DSWD Personnel During the Period of State of National Emergency due to COVID-19 Pandemic.** OBSUs may use video conferencing/teleconferencing and other technology-based platforms in conducting meetings, conferences, workshops, and capability building activities to minimize face to face interaction.

**DSWD Advisory No. 1 Series of 2020, Guidelines for the Prevention, Control, and Mitigation of the Spread of the Coronavirus Disease – 19 (COVID -19) in the DSWD Central Office, Field Offices, other Facilities, Attached and Supervised Agencies.** All DSWD led-group activities (i.e workshops/seminars/training involving internal and external stakeholders) are suspended/postponed until further notice. OBSUs/FOs are

encouraged to adopt alternative modes of meetings (i.e. use of Google Meet with Jamboard in coordination with ICTMS) for the conduct of the same.

**DSWD Administrative Order No. 3 Series of 2020, Department of Social Welfare and Development (DSWD) COVID-19 Response and Recovery Plan (2020-2022).** Provide appropriate intervention for the vulnerable sector (ie. Online counseling, social support system, and other technology-based solutions or platforms.

### **III. Coverage and Applicability**

This issuance shall cover and apply to Capability Building Activities (CBAs) for program staff and partners charged against the 4Ps training fund of Regional Program Management Offices (RPMOs) and the National Program Management Office (NPMO) during the COVID-19 pandemic.

### **IV. Objectives**

This issuance shall serve as a general guide to 4Ps RPMO and NPMO during the conduct of Capability Building Activities (CBAs) using online platforms. Specifically, it aims to:

- a. Identify and maximize the use of different e-learning approaches and methods;
- b. Provide standard requirements during delivery of capability building activities using the online platform; and
- c. Serve as a guide in addressing online platform – related issues and concerns.

### **V. Implementing Guide**

#### **Phase 1: Need Analysis**

Conduct of online trainings should still be supported by a Training Needs Assessment Results. Need Analysis is the identification of learning needs or competency gaps of program stakeholders. The needs assessment will be grounded based on the competency triggers.

This phase shall include the following procedures:

1. Development of Training Needs Analysis (TNA) Tools
2. Administration of TNA tool through google document;
3. Review of training evaluation reports and other training-related feedback and documents;
4. Profiling of competencies; and
5. Preparation of the draft TNA report

It is also essential to take note that TNA Method varies from survey tools, interviews, or focus group discussions with the selected employees or concerned managers. Basis of training may also include a review of relevant documents such as researches, studies, and office performance contracts, consultation with persons in key positions, and/or with specific knowledge, and assessments through reviewing performance or conducting assessment tests. It is also

important to record the activity (i.e. interview, FGD) prior to the scheduled time of activity in order to have a backup once problems on internet connection occur.

Conducting TNA also plays a crucial role in deciding whether online training is applicable in achieving the target competency.

## **Phase 2: Design, Development and Preparation of Intervention**

- **Preparation of Training Proposal**

- a. Identification of Target Participants

For online trainings, identification of target participants should be strategic for efficiency and maximization of resources. Thus, consider the following:

- i. Results of Training Needs Assessment – only those with identified competency gaps and training intervention shall be prioritized to participate;

- ii. Consider having only 20 participants including training team members during online trainings. For the training of trainers type of program, the ceiling number of participants is 15, including the training team. (O'Malley, 2017). For both synchronous and asynchronous sessions, the number of participants may be increased up to a maximum 35 as long as the training team can strategize on how to handle and manage the group and that the quality of the activity will not be sacrificed.

- iii. Ensure the availability of resources, such as computers or laptops and internet connections. For personnel who do not have the said resources but are identified with competency gaps, consider alternative learning methods such as coaching and mentoring or self-paced printed modules. It is recommended that self-paced modules will be followed-through by coaching and mentoring. This is to increase the quality of learning of the said personnel.

- b. Duration and Schedule of Online Trainings

- i. **Synchronous Session:** One session of online training should not exceed four (4) hours per day. The discussion of the resource person ideally last for 60 minutes only. The rest of the remaining time should be allocated to preliminaries, videos, activities, workshops, quizzes, questions, assignments, and wrapping-up. (Winstead)

**For Asynchronous session:** The content/materials per session should be designed that can be taken not exceeding four (4) hours.

- ii. Completion of online training should last no more than 30 days in total (45 hours). In a week, only allocate two to three days for attendance to online trainings.

c. **Cost Parameters**

Cost of online training shall be governed by existing cost parameters covering conduct of face to face training unless repealed by new guidelines.

● **Preparation of Training Design**

a. **Selection of Mode of Delivery**

- i. An asynchronous or self-paced session refers to the course of instruction delivered through online and offline modes. This mode is best used for heavy topics in the form of but is not limited to, recorded lectures, film viewing, and reading assignments. Given its limited contact with the trainers and resource persons, this mode takes advantage of adult learners' self-direction. Participants may be asked to download training materials or do view them online. The asynchronous session is synthesized through learning activities and quizzes that test the comprehension and analytical skills of the participants.
- ii. Synchronous or "live" training refers to an online session where participants get to interact with the resource persons, facilitators, and co-participants in real-time. This mode is best used for group discussion, workshops, and providing a platform for immediate Q&A. While the mode is closer to the original face-to-face training, doing it facing a screen creates computer fatigue which means it should only be done for shorter periods. This type of delivery has a higher demand for fast internet speed compared to Asynchronous training sessions.

The two (2) modes of delivery may be combined. The use of asynchronous or self-paced sessions is recommended for target participants who have an internet connection problem. But, synchronous or "live" training will be scheduled to entertain concerns/queries of the participants.

b. **Selection of Online Platform**

The Information Communication Technology Management Services only recommends GSuite Application as online platforms such as the Google Meet for Synchronous sessions and Google Classroom for Asynchronous sessions. Only the GSuite Applications cybersecurity features were already explored by ICTMS.

c. **Design of activities**

- i. In designing a weekly time frame, make all assignments due by the end of the week.

- ii. Online quizzes or tests can be accessed and answered on a separate day, following the online lecture-discussion. Assessment tests may have set time limits but can only have one attempt to answer.
- iii. Online viewing of other reference materials such as Audio-Visual Presentation (AVP) can be allotted on a separate day. Ideally, a maximum of 10-minutes long AVPs should be used as reference materials to ensure the retention of information amongst participants.
- iv. For asynchronous sessions, set deadlines when participants should be finished with the materials. Weekly check-in may be done to make sure no participants are lagging.
- v. Consider the pacing of the course and plan appropriately. Reading through many discussion postings and lessons can be time-consuming for the online student.

- **Formation of Training Management Team**

The training management team (TMT) comprises of staff with assigned roles for the duration of the training as follows:

- a. **Content Manager** – is any person from the proponent unit who owns the process and who provides strategic direction on the conduct of the activity.
- b. **Training Manager** – is any person who manages and drives the training process and provides technical assistance to the members of the team.
- c. **Resource Person** – is any person who, by his/her expertise in a specific subject area, serves as a speaker in seminars, conferences, symposia, training programs, and other similar activities.
- d. **Facilitator** – is any person who is a subject expert in neutrally managing group processes and dynamic sessions such that he/she intervenes for greater group understanding, thus enabling the participants to full participation, mutual understanding, and to shared responsibilities in the achievement of group objectives and/or in making quality decisions. (BC No. 2007-1 dated April 23, 2007)
- e. **Documenter** – is any person who is proficient in technical writing, and who is assigned to capture, in writing, the activity proceedings, and who shall put these together and produce a comprehensive documentation report to reflect the process and content which transpired.
- f. **Secretariat** – is any person who provides logistical and administrative support to the activity such as but not limited to registration, preparation of training materials and visual aids, operation of audio-visual equipment, receiving of outputs etc.
- g. **Stream Manager** – is any person who manages and monitors the use of the chosen online platform for the training. His/her tasks includes uploading the materials needed, generating/uploading quizzes/activities/assignments,

informing participants and training team on the availability of the needed materials on the platform, generating reports/summary of outputs submitted by the participants.

- h. Technical Support – is any person who is proficient in the use of technology to be able to provide support for technical difficulties of the training team members and participants. These technical concerns may include but not limited audio, internet, and videos.

In some cases, additional roles can be assigned such as process observer, small-group workshop facilitator, and small-group workshop documenter as may be necessary to the conduct of the activity.

**Further, since the activity is conducted through online platforms, ensure that the team members are proficient in using the technology. In case where a training team member is not proficient enough, provide a session on familiarizing the platforms to be used.**

Refer to the table below for the composition of training team based on the selected mode of delivery:

Synchronous	Asynchronous:
Content Manager	Content Manager
Training Manager	Stream Manager
Resource Person	Technical Support
Facilitator	Secretariat
Documenter	
Secretariat	
Technical Support	

- **Coordination of Logistical Needs**

- a. Logistical Preparations (Call for Participants, Training Supplies and Materials)
  - i. The proponent division/region will issue a memo, a month before the start of the activity, detailing the activity, schedule, target participants, training requirements or general rule and pre-work if applicable.



- ii. The list of participants will be submitted to the proponent division/region at least one (1) week before the activity for consolidation. The Training Manager will review the final list of participants.
  - iii. Since training programs are developed to be attended by identified staff, no replacement of staff shall be allowed unless with justifiable reasons. The signed justification should be submitted to the proponent division. Justification should be signed by the Regional Director. If otherwise was specified in the Call for Participants memorandum, no justification is needed.
  - iv. The training team will prepare and ensure the readiness of the following one (1) week before the start of the training session: visual presentations, a compilation of online icebreakers, and online reference materials.
- b. Correspondence to FO and target participants (invitation for Welcome Remarks, Call for Participants, Final Arrangements)
- i. A memo on the final arrangements will be sent to the regions/divisions/participants at least a week before the scheduled date of the activity. It will also contain online registration details, online training etiquette, google meet/classroom links and other pre-work reminders.
- c. Team Building with Proponent Division and RP
- i. The training team must meet for one or two team building sessions to discuss the whole runway of the activity, delineation of roles, readiness of administrative and logistical aspects, and other preparatory activities. The team building session shall be facilitated by the Training Manager with support from the Content Manager. All members of the training management team should be present.

### **Phase 3 – Implementation of Learning Intervention**

#### **Synchronous or “live” session**

##### **1. Learning Environment**

A conducive learning environment should be practice by both training management team and participants - this means that they should be in a place that is quiet and less distracting for them to be able to focus and concentrate on the sessions.

##### **2. Training Management**

- a. Registration of Participants\*

Registration starts on the first day of the activity. The training management team prepares the needed online forms, such as attendance forms and directory of participants. The attendance forms are filled-up on a day-to-day basis. This is usually accomplished first thing before the start of each session. The directory contains information of participants, such as name, age, office designation, number of years in the program, email address, etc. These documents are important as proof of the conduct of the activity as well as updating the Capability Building Information System.

The registration of participants usually lasts for about 30 mins.-1 hour, depending on the number of participants for that specific activity.

b. Opening Amenities

All training activities start with a prayer. The prayer can also be done before starting every session. It is suggested to choose prayers that are acceptable to various religious practices or beliefs.

The prayer is followed by a message from the highest authority official. For trainings hosted by the field office, part of the memorandum for hosting includes the request for the highest authority official to give an opening message during the activity. The NPMO usually requests the presence of the regional director of the field office. The opening message must be concise and accurate, and must not exceed 10 minutes.

c. Getting-To-Know-You

This activity will depend on the number of participants who are new to the program. Creative online activities can be used to (1) introduce participants to each other, (2) build rapport among co-participants, and (3) create a healthy environment for online learning and intellectual discourse.

d. Establishing Norms and House Rules\*

To achieve the goals of every online training intervention, a key element is a manner by which the training management team and the participants are performing their expected roles. To guide these crucial players in conducting themselves during training activities, a code of conduct is enforced. To wit:

Training Participants' Rights

1. Right to Participate
  - 1.1. Be treated fairly in his/her participation and not be discriminated against on any bias.
  - 1.2. Be acknowledged properly and recognized for his/her participation. A certificate of appearance and/or certificate of participation should be provided to participants upon completion of the required number of training hours.

- 1.3. Be provided with a learning environment free from distraction and disturbances.
- 2. Right to Information
  - 2.1. Be given clear and accurate information about the training course, arrangements, etc.
  - 2.2. Be provided with access to the right information about the topics being discussed in the training.
- 3. Right to Give Feedback
  - 3.1. Participants can exercise their right to give proper feedback to the training team, resource speakers, or co-participants through different channels provided during the training. These channels may include freedom walls, Q&A sessions, one-on-one feedback with the training team, and/or evaluation sheets.
  - 3.2. Treat participants' feedback with confidentiality, unless otherwise expressed with fairness, prompt, and without retribution.

Training Participants' Responsibilities

- 1. Proper Behavior
  - 1.1. As chosen participants for the activity, it is expected that each one will participate according to the activities scheduled in the training.
  - 1.2. All participants should show respect to each other. In group discussions that differ in perspectives and stands, participants may opt to agree and to disagree unless the standoff can be resolved.
  - 1.3. Participants should not harass, victimize, discriminate against, or disrupt others during the sessions.
  - 1.4. Participants exhibiting inappropriate behavior during the training may be excluded from continuing with the rest of the training activities, as directed by the training manager.
  - 1.5. Participants are expected to follow online training etiquette as follows:
    - i. Participants should be mute during the presentations;
    - ii. Questions will be addressed after the presentations;
    - iii. Do not log out during the training sessions;
    - iv. Show up on time. Do not disrupt the presentation by logging late;
    - v. Turn off webcam during the presentation;
    - vi. Ask questions clearly and concisely; and
    - vii. Refrain from using the chat room just to socialize.

2. Participation
  - 2.1. Participants should approach the training activity with proper personal commitment and integrity.
  - 2.2. Participants should complete all assessment tasks, learning activities, and assignments honestly and without plagiarism.
3. Dress Code
  - 3.1. Participants should wear proper attire during training sessions; even if the activity is conducted online.
4. Completion of Training
  - 4.1. Participants should log in/show up 15 minutes before the commencing of the session. Late participants may be sanctioned according to agreed house rules.
  - 4.2. Participants should attend the whole duration of the training. Leaving before the scheduled end of the session will result in withholding of certificate of participation/completion. In cases where a participant has a valid reason not to finish the training session, he/she must provide justification signed by the Regional Director indicating the reason for not being able to complete the training sessions.
  - 4.3. Participants should be able to submit all the required outputs including assignments, activity outputs, assessment forms, and quizzes. Also, they are expected to be present in all sessions to receive a certificate of completion. Training Management Team may provide a certificate of participation for participants who will not be able to complete the required attendance and outputs, details of lacking time and output shall be reflected.

### **3. Cliniquing Sessions**

It is encouraged that at the end of each session of the training, a cliniquing session is done with representatives from the participants and the training team to get their feedback and make necessary adjustments to the training design and schedule.

### **4. Monitoring Tool / Reporting Mechanisms**

The training team must prepare a monitoring tool that will be used during the duration of the activity to track compliance of participants to the training requirements.

After the training, different reports are generated - the external documenter produces the full documentation and submits to the proponent division for review and clearance. Upon clearance by the proponent division, the documentation shall be submitted to CBD for processing of the payment. The external facilitator and/or resource person also submits their training reports\* to the proponent division for clearance and to CBD for processing of payment.

The training manager submits a training report or a consolidated report from the entire training team, for perusal within the NPMO and relevant RPMOs; an incident report may also be submitted to report untoward incidents and/or circumstances that happened during the training that need special attention from the NPMO Managers or Regional Directors.

All participants are expected to submit a feedback report with attached action plan (if applicable) to their immediate supervisor within 5 days after the training.

Monitoring of accomplishment of re-entry plan shall be the responsibility of the proponent division or immediate supervisor.

### **Asynchronous or “self-paced” session**

#### **1. Learning Environment**

A conducive learning environment should be practiced by both the training management team and participants - this means that they should be in a place that is quiet and less distracting for them to be able to focus and concentrate on the sessions.

#### **2. Training Management**

##### **a. Registration of Participants\***

The training management team prepares the needed online forms, such as a directory of participants. The directory contains information of participants, such as name, age, office designation, number of years in the program, email address, etc. These documents are important as proof of the conduct of the activity as well as updating the Capability Building Information System.

The registration of participants usually should be done before providing to the participants the learning materials and other instructions

##### **b. Establishing Norms and House Rules\***

To achieve the goals of every online training intervention, a key element is a manner by which the training management team and the participants are performing their expected roles. To guide these crucial players in conducting themselves during training activities, a code of conduct is enforced. To wit:

## 1. Training Participants' Rights

1. Right to Participate
  - 1.1. Be treated fairly in his/her participation and not be discriminated against on any bias.
  - 1.2. Be acknowledged properly and recognized for his/her participation. A certificate of appearance and/or certificate of participation should be provided to participants upon completion of the required number of training hours.
  - 1.3. Be provided with a learning environment free from distraction and disturbances.
2. Right to Information
  - 2.1. Be given clear and accurate information about the training course, arrangements, etc.
  - 2.2. Be provided with access to the right information about the topics being discussed in the training.
3. Right to Give Feedback
  - 3.1. Participants can exercise their right to give proper feedback to the training team, resource speakers, or co-participants through different channels provided during the training. These channels may include freedom walls, Q&A sessions, one-on-one feedback with the training team, and/or evaluation sheets.
  - 3.2. Treat participants' feedback with confidentiality, unless otherwise expressed with fairness, prompt, and without retribution.

## Training Participants' Responsibilities

1. Proper Behavior
  - 1.1. As chosen participants for the activity, it is expected that each one will participate according to the activities scheduled in the training.
  - 1.2. Participants exhibiting inappropriate behavior during the training may be excluded from continuing with the rest of the training activities, as directed by the training manager.
  - 1.3. Participants are expected not to alter any forms provided by the training team unless otherwise was allowed.
  - 1.4. Participants are expected not to alter the submitted outputs of the other participants.

## 2. Participation

2.1. Participants should complete all assessment tasks, learning activities, and assignments honestly and without plagiarism.

## 3. Completion of Training

3.1. Participants should be able to submit all required outputs, including assignments, activity outputs, assessment forms, and quizzes. Also, they are expected to be present in all sessions to receive a certificate of completion. Training Management Team may provide a certificate of participation for participants who will not be able to complete the required registration and outputs; details of lacking output shall be reflected.

## 3. Monitoring Tool /Reporting Mechanisms

The training team must prepare a monitoring tool that will be used during the duration of the activity to track compliance of participants to the training requirements.

After the training, the training manager submits a training report or a consolidated report from the entire training team, for perusal within the NPMO and relevant RPMOs; an incident report may also be submitted to report untoward incidents and/or circumstances that happened during the training that need special attention from the NPMO Managers or Regional Directors.

All participants are expected to submit a feedback report with attached action plan (if applicable) to their immediate supervisor within 5 days after the training.

## PHASE 4 – TRAINING MONITORING AND EVALUATION

### 1. Post-Training Assessment

This form seeks to measure the extent to which training participants find the activity useful, challenging, well-structured, organized, etc. It captures the immediate reaction of participants on several aspects of the activity such as content, methodology, logistical arrangements, and lecturers/resource persons\*. Each participant should fill out the form as part of the expected outputs from them. Members of the training secretariat are expected to encode the data from the form and submit the result to CBD for inclusion in its reporting and monitoring system. The designated training manager then feeds back the result to the proponent division and if needed,

all members of the training team sit down to discuss the output and plan for the next steps of the training activity if necessary.

**For the asynchronous sessions, the stream manager, technical support, training materials, and other relevant instructional materials shall be assessed** instead of the resource persons and facilitators.

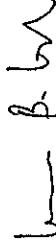
2. Post Intervention and Learning Assessment

Conduct of Impact Evaluation or Post Intervention and Learning Assessment (PIALA), if identified necessary- this is usually being conducted to selected training interventions only. This covers the assessment of the change in behavior of participants as well as the impact of the training.

3. Action Plan Implementation Monitoring

Monitoring of learning applications based on the learning action plan/s (LAP) – this shall be monitored by the proponent division. The Capability Building Division will only provide technical assistance.

Approved/Disapproved:



**DIR. GEMMA B. GABUYA**  
National Program Manager

