



September 05, 2022

MEMORANDUM

FOR : The Regional Executive Director
DENR MIMAROPA Region

THRU : The Assistant Regional Director for Management Services

FROM : The OIC – PENR Officer

SUBJECT : **SUBMISSION OF INDIVIDUAL LEARNING REPORT
ON THE ENVIRONMENT AND NATURAL RESOURCES
(ENR) BASIC COURSE - BATCH 5 HELD ON
AUGUST 22-31, 2022 VIA ZOOM PLATFORM**

Forwarded is the Individual Learning Report on the Environment and Natural Resources (ENR) Basic Course - Batch 5. The said Course was held last August 22-31, 2022 virtually via Zoom platform., submitted by our Information Systems Analyst II.

For information and record.

IMELDA M. DIAZ



Republic of the Philippines
Department of Environment and Natural Resources
PENRO Marinduque

September 05, 2022

MEMORANDUM

FOR : The OIC – PENR Officer
THRU : The In-Charge, Management Services Division
FROM : The Information Systems Analyst II
SUBJECT : **INDIVIDUAL LEARNING REPORT ON THE ENVIRONMENT AND NATURAL RESOURCES (ENR) BASIC COURSE - BATCH 5**

In compliance to the submission of the training report upon the completion of the event, respectfully submitted is the Individual Learning Report on the Environment and Natural Resources (ENR) Basic Course - Batch 5. The said Course was held last August 22-31, 2022 virtually via Zoom platform.

Attached is the copy of the summary report for your reference.

For your information, record and further instructions.


MARK RYAN S. LOZADA

INDIVIDUAL LEARNING REPORT

Part 1 (To be prepared by the participant)

Name of Participant:	Mark Ryan S. Lozada
Office/Service:	DENR-PENRO Marinduque/Information and Communication Technology
Training Title:	Environment and Natural Resources (ENR) Basic Course - Batch 5
Learning Providers and Facilitators:	<ol style="list-style-type: none"> 1. Ms. Edna A. Tarrosa – Chief, Human Resource Development Section (DENR MIMAROPA Region) 2. Mr. Felizardo B. Cayatoc – PENR Officer (PENRO Palawan) 3. Mr. Johnny P. Lilang – OIC, Technical Services Division (PENRO Palawan) 4. Mr. Rodel M. Boyles – CENR Officer (CENRO Socorro, Oriental Mindoro) 5. Engr. Ellengrace R. Galiste – Chief, Mine Management Division (Mines and Geosciences Bureau – MIMAROPA Region) 6. Engr. Mark Angelo S. Rogel – Assistant Section Chief, Water and Air Quality Monitoring Section (Environmental Management Bureau – MIMAROPA Region) 7. Ms. Ashley Denise Adora L. Ignacio – Regional Executive Assistant (Environmental Management Bureau – MIMAROPA Region) 8. Ms. Maevelyn Kathryn D. Tupasi – Chief, Ambient Monitoring and Technical Services Section (Environmental Management Bureau – MIMAROPA Region) 9. Engr. Richelle E. Padirayon – Chief, Ecological Solid Waste Management Section (Environmental Management Bureau – MIMAROPA Region) 10. Ms. Donnabel E. Hintural – Representative (Ecosystems Research and Development Bureau) 11. Ms. Josephine R. Billones – Head, Water Resources Assessment Section (National Water Resources Board) 12. Donna Mayor-Gordove, CESO IV – Assistant Regional Director for Management Services (DENR MIMAROPA Region) 13. Atty. Carla Rose Malupeng-Yabut – Legal Division (DENR MIMAROPA Region) 14. Mr. Nazar Norman S. Cortuna – Chief, Accounting Section (DENR MIMAROPA Region) 15. Mr. Juvenal Mark I. Ferrer – Administrative Officer IV, Human Resource Development Section (DENR MIMAROPA Region)
Inclusive Dates:	August 22-31, 2022
Venue:	Virtual via Zoom platform

I. EVALUATION OF THE COURSE:

- **Technical Content**

The DENR MIMAROPA Region through its Human Resource Development Section conducted a seven-day Environment and Natural Resources Academy (ENRA) Basic Course – Batch 5 webinar series. The Course was participated by selected employees from PENRO Marinduque, PENRO Oriental Mindoro and PENRO Occidental Mindoro (including CENROs), and PENRO Palawan., Secretariat/Facilitators from DENR MIMAROPA Region. Learning Resource Speakers were from the DENR MIMAROPA Region, PENRO Palawan, CENRO Socorro, Oriental Mindoro,

Mines and Geosciences Bureau – MIMAROPA Region, Environmental Management Bureau – MIMAROPA Region, Ecosystems Research and Development Bureau, and National Water Resources Board.

Participants used computers, web cameras, microphones, headsets/headphones, and speakers during the activity. The Seminar-Workshop was conducted virtually via the Zoom platform.

Pre-tests were provided by the facilitators before the activity to be answered by the participants. Attendance links, using Google Forms were provided.

The ENRA is a specialized competency development program of the department designed to augment knowledge gaps, calibrate understanding of ENR laws, and sharpen proficiencies of DENR employees to improve the delivery of service to the public.

The Seminar-Workshop was divided into four (4) modules. Each Resource Speaker has their own module to be discussed. Module 1: The DENR in Retrospect was discussed by Ms. Edna A. Tarossa, Module 2: Understanding ENR Laws were divided into Forest Resources Management 101, Land Management 101, Biodiversity Conservation and Management 101, Mining Resources Management 101, Environmental Management 101, ENR Research and Development 101, and Water Resources Management 101, which topics were presented by PENRO Felizardo B. Cayatoc, TSD Johnny P. Lilang, CENRO Rodel M. Boyles, Engr. Ellengrace R. Galiste, Engr. Mark Angelo S. Rogel, Ms. Ashley Denise Adora L. Ignacio, Engr. Richelle E. Padirayon, Ms. Donnabel E. Hintural, and Ms. Josephine R. Billones, respectively. Likewise, Module 3: Accountability in Public Service involves Ethics in DENR (DENR Code of Conduct and Ethical Standards), Understanding RA 6713, and 2017 Rules on Administrative Cases in the Civil Service, these were discussed by 13. Atty. Carla Rose Malupeng-Yabut. Lastly, Module 4: Service Excellence which includes CSW and Technical Writing, Financial Literacy, and The Philippine National Flag and Philippine National Anthem were presented by ARD Donna Mayor-Gordove, Mr. Nazar Norman S. Cortuna, and Mr. Juvenal Mark I. Ferrer, respectively.

All the Learning Resource Speakers used very informative slide presentations that they all shared and presented via Zoom. Before the discussion, the facilitators prepared a Pre-test on the topics they will be discussing. All participants were tasked to answer the test using Google Forms. After the pre-test, each Speaker presented the outline and objectives of the module.

The Resource Speakers applied open communication and participation, wherein, participants were called to recite and answer during the discussions. Topics, though some were too technical, were presented and discussed comprehensively and in detail by the Resource Speakers. Participants were given an opportunity to ask questions during and after each discussion. Open forums and workshops were given after every discussion. Each Resource Speaker has their own scheme when it comes to discussion and giving activities. Likewise, they made sure that all participants are actively participating.

On the other hand, to assess the learning progress of the participants about the topics discussed, facilitators prepared a Post-test to be answered by the participants.

Daily Learning Journal and Resource Speaker Evaluation were answered by the participants using Google Forms.

- **Impression/Comments:**

Generally, this ENR Basic Course aims to strengthen the PENROs and CENROs when it comes to DENR Retrospect, ENR laws and policies, public accountability, and service excellence.

Likewise, this training established strong duties and responsibilities of the participants when it comes to attendance and being punctual, active class and group participation, and timely submission of activities, reports, journals, quizzes, and evaluations.

The seven-day ENR Basic Course went well, focused, and worth it. Special Order, training guidelines, Zoom links, Program of Activities, Advisory, and other needed information relevant to the Course was delivered ahead of the schedule. The Resource Speakers have the expertise and are more than knowledgeable, focused, and delivered their topics smart and clear. The classwork activities and workshops were interesting to do and were well-participated by all learners and Resource Speakers.

There was an open communication and discussion between the Resource Speakers and the participants. Resource Speakers were able to build a classroom-type environment wherein activities were given for the participants to discuss and answer individually and/or by team. Participants can ask questions during and after the discussions which the speakers answer objectively.

The learning environment, though virtual (Zoom), was still a conducive environment for learning. Each participant was given a 5-minute health break every session. However, while in most of the Sessions time and discussion were well managed and allotted, there were Sessions where time and topics were not managed well. There were days when information and knowledge delivered can be grasped, yet there were days that its overloading for the participant to absorb.

II. RELEVANCE OF THE LEARNING EVENT TO PARTICIPANT'S WORK/FUNCTION:

This ENR Basic Course is highly relevant to the participant's work/function. The said Course specialized competency development program of the department is designed to augment knowledge gaps, calibrate understanding of ENR laws, and sharpen proficiencies of DENR employees to improve the delivery of service to the public.

The participant can also share the knowledge he gained from this Course with other employees so that they can also be equipped with various ENR laws, as well as be informed and knowledgeable on the various plans and programs and initiatives of DENR; inspire them to live a life of integrity and to serve well all the people they are mandated to serve.

Likewise, this Course will help the participant to deliver services in accordance with the DENR Vision, Mission, Mandate and Core Values.

III. RECOMMENDATIONS:

ENR Basic Course is highly relevant, especially in public service, thus, it must be provided to all public officials. Proper time management in the discussions and workshops must be continuously observed and applied to avoid knowledge pressure and information overload to the participants.

Likewise, this training course will be much more effective and interactive, if some technology will be incorporated, such as Google Classroom and Google Jamboard. Training on the use of such technology platforms must be provided by the training facilitators to ensure the smooth flow of the succeeding learning events.

IV. POST LEARNING ACTION PLAN/PROPOSAL:

Proposed Plan/Activity/Output	Time Frame
Share the learnings from the Course to co-employees	ANA
Apply the learnings gained from the Course through actions <ul style="list-style-type: none"> • Support the plans, programs, activities, and initiatives of the Department • Implement and support ENR laws • Treat and serve office' clients, employees and guests with utmost service, respect, honesty, and fairness • Report unnecessary and unlawful actions to the immediate supervisor and/or top management • Protect and take care all the government properties • Continuously cultivate and harness my skills and abilities for the benefit of the people 	Will be frequently observed and applied
Propose to the top management to conduct trainings on ENR laws to strengthen the office' manpower	During staff meeting
Propose to the top management to conduct training for the Committee on Decorum and Investigation (CODI) of PENRO Marinduque	During staff meeting
Propose to top management to provide and disseminate, in consultation with all persons in the workplace, a code of conduct or workplace policy	During staff meeting
Propose to top management to disseminate or post in conspicuous place copies of Acts in relation to Integrity, Transparency, and Accountability in Public Service (ITAPS) to all persons in the workplace	During staff meeting

Part 2 (To be prepared by the SUPERVISOR)

How will you support the post Learning Action/Proposal?

The proposal/actions mentioned/written will be fully supported in case
he share/discuss the learnings and needs for improvement of the organization

Have you discussed any concerns/resources needed by your subordinate so that he/she can effectively transfer the skills and knowledge gained from the training?

No, because he is already capable of transferring the gained knowledge from
the course to other employees / co-workers.


Would you be willing to send him/her again to other training/seminar/conference?

Yes ☒ No ☐ Others ☐

If yes, please specify courses.

Information, Communication & Technology related courses in order to
have more effective & efficient IT support system for the organization.


Submitted by:


MARK RYAN S. LOZADA
Information Systems Analyst II
(Attendee)

09/05 / 2022

Date

Noted/Confirmed by:


JHONNA LIZA S. MEDENILLA
Planning Officer II/
In-Charge, Planning Section
(Supervisor)

9/5/2022

Date

Individual Learning Report Guide

For purposes of common understanding, a learning event is defined as "A training or development activity that has been completed via attendance to a course, lecture, workshop, seminar, symposium or conference or via e-learning. A learning event can run for at least 2 hours but not more than 40 hours. DENR Employees who attend learning events conducted by other Government Agencies, External Partners and Private Learning Institutions and Providers are required to submit an Individual Learning Report within seven (7) days after completing the learning event.

The following information can serve as a guide in writing an individual learning report.

- **STYLE:** Not more than four A4 sized pages
Use one times new roman font-regular, size 12
Normal margins

I. EVALUATION OF THE COURSE

• Technical Content

1. *For Lectures, symposia and conferences*
State the objective of the event; give a general overview of what the subject/theme/topic is all about. Briefly describe the content of the topics. If you were able to attend several sessions and listen to different speakers, it would be best to have a brief description of each session/lecture. You may also highlight notable insights of lecturers and speakers.
2. *For Workshop-type Learning*
State the objective of the workshop; give an overview of the technology that will be used and go over what skills you are expected to acquire in the workshop. Describe the technical aspects (workshop procedures, tools and equipment used and variables that could affect the choice of procedure). Workshops are usually packed with a number of tasks, select one or two of the more important and interesting tasks and write about it in detail. The descriptions should be specific and detailed technical information of the process, the operation, and the working principles. Describe how you completed the tasks and emphasize instances when you had to solve technical problems.
3. *For Computer-based Learning*
State the objective of the training, give a general overview of the technology (software tools and the system) that will be used. Describe the various subjects/topics covered in each module and list the skills you are expected to acquire in each module. Describe the underlying theories and principles, working procedures, hardware and software tools used, and factors affecting procedures, tools, and systems, etc. Give specific descriptions on the working principles and the procedures.

• Impressions/Comments

1. *For Lectures, symposia and conferences*
Discuss your personal insight/idea/opinion on the discussions. Discuss realizations during the lectures/sessions. Comment on observations about the presenters/organizers and on how they conducted the lectures/sessions.
2. *For Workshop-type Learning*
Discuss the applications and limitations of the technology (procedures, activities, process, tools and equipment) used. Discuss the group dynamics and the communication process. Give constructive comments on the type, content, effectiveness and duration of the training received.
3. *For Computer-based Learning*
Assess the value of the training and give constructive comments on the type, content, effectiveness and duration of the training received. Highlight instances when you encountered technical problems and how you came about the solution.

II. RELEVANCE OF THE LEARNING EVENT TO PARTICIPANT'S WORK /FUNCTION

Discuss the skills and knowledge that you gained from the learning activities and how you can apply it to your work. Cite some examples.

III. RECOMMENDATIONS

In this portion of the report briefly talk about why the training should be given to other employees. If applicable, mention supplemental trainings that can reinforce the learnings gained. Be honest, if the training is not really applicable, discuss why and suggest a more appropriate one, if available or applicable.

IV. POST LEARNING ACTION PLAN/PROPOSAL

In this section of the report discuss your activity plan on how to apply the learning gained during the training. It is best to discuss your plan with your supervisor so that you can get guidance and support for the implementation of your proposal/plan. Set realistic time frames and outputs. The following are some suggested activities/plans:

• PEER TEACHING / RE-ECHOING ACTIVITY

"Peer teaching is a method by which one student instructs another student in material on which the first is an expert and the second is a novice"

Identify target participant/s and set a timeline or schedule for the PT activity. The activity must be duly noted /approved and monitored by the immediate supervisor

"From its root word echo, meaning to sound off or repeat, Re-echoing is done when a person is asked to impart what he or she has heard/learned from an expert to his/her peers through a learning activity"

Re-echoing is done to target larger number of peers as learners. Make sure that the supervisor will allow time off for you and your target learners to do the activity.

• APPLICATION/PROCESS DEVELOPMENT PLAN

You can ask your supervisor some free time during office hours to work on your plan or practice using the new technology/skill. Your plan can be an improvement in an existing office process, (documents handling, communication process etc.). It can also be the use of a new computer application already available and accessible in your office.

• OUTPUT PROPOSAL

Propose an output (process manual, guide book, form, process flow etc.). The output must be something that you, your colleagues or stakeholders can use.

Writing tips for learning reports

1. Your Learning Report should be a concise but thorough technical record of the work you have done and the observations you have made during the training.
2. It should clearly show that you have got a basic understanding of the subject, and how you benefit from the training.
3. You should not simply extract words from the handout or copy from other sources.
4. You must use your own words with proper acknowledgements if using quotations from sources.
5. Be honest about your observations and recommendations. This will help determine good training investments for other employees.