



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

JUN 01 2026

REGIONAL MEMORANDUM

No. 534 s. 2026

**GUIDELINES ON THE UTILIZATION OF FY 2026 CURRENT AND CONTINUING
FUND UNDER THE HUMAN RESOURCE DEVELOPMENT FOR PERSONNEL IN
SCHOOLS AND LEARNING CENTERS (HRDPSLC) FUND MANAGED BY REGIONAL
AND DIVISION OFFICES**

To: OIC-Assistant Regional Director
Schools Division Superintendents
Regional Functional Division Chiefs
All Others Concerned

1. Attached is DM-OULS-2026-179 from the Office of the Undersecretary for Learning Systems dated May 11, 2026 titled **Guidelines on the Utilization of FY 2026 Current and Continuing Fund Under Human Resource Development for Personnel in Schools and Learning Centers (HRDPSLC) Fund Managed by Regional and Division Offices.**
2. Attention is particularly invited to paragraphs 1 – 7 and Enclosures 1-4 of the Memorandum.
3. Equal Opportunity Principle (EOP) shall be exercised to underscore the Department's policy of no discrimination against any personnel for professional learning and development regardless of age, gender, civil status, disability, region, ethnic group, and political beliefs.
4. For clarifications, contact **Ms. Katherine Y. Sedillo – CES -HRDD** or **Mr. Zegrice S. Laguda – SEPS- NEAP -R.**
5. Immediate dissemination of and compliance with this Memorandum are directed.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Enc: As stated
Reference: DM OULS-2026-179
To be indicated in the Practical Index
under the following subjects:

PERFORMANCE PROGRAMS
108/ZSL/HRDD-RM- Utilization Guidelines on HRDPSLC Fund FY 2026. / May 28, 2026

ORIENTATION



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Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM

DM-OULS-2026- 179

TO : **Regional Directors**
Schools Division Superintendents
HRDD Chiefs
SGOD Chiefs
NEAP-R Focal Persons
School Heads
All Others Concerned

FROM : *Carmela Oracion*
CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

SUBJECT : **GUIDELINES ON THE UTILIZATION OF FY 2026 CURRENT AND CONTINUING FUND UNDER THE HUMAN RESOURCE DEVELOPMENT FOR PERSONNEL IN SCHOOLS AND LEARNING CENTERS (HRDPSLC) FUND MANAGED BY REGIONAL AND DIVISION OFFICES**

DATE : 11 May 2026

I. Rationale

The Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), remains steadfast in its mandate to provide teaching and teaching-related personnel with quality, research-based, relevant, and accessible professional development (PD) programs. These initiatives are guided by Republic Act No. 11713 or the Excellence in Teacher Education Act, Executive Order No. 174 establishing the Expanded Career Progression System for Public School Teachers, and DepEd Order No. 011, s. 2019, also known as the Implementation of the NEAP Transformation.

In line with this, the Human Resource Development for Personnel in Schools and Learning Centers (HRDPSLC) Fund is allocated to promote and support the professional development of teachers, school leaders, and other teaching-related staff.

This initiative supports the Department's Five-Point Agenda, particularly the development of **high-performing teachers**, to ensure that every Filipino learner has access to quality basic education through relevant programs, activities, and projects that strengthen the continuing professional development of DepEd personnel, especially those assigned in schools and learning centers.

II. Scope

This Memorandum shall serve as a directive to the Regional Offices (ROs), Schools Division Offices (SDOs), and implementing unit schools on the utilization of the following funds charged against the Human Resource Development for Personnel in Schools and Learning Centers (HRDPSLC) budget line item:

- (a) the FY 2026 INSET funds directly released to the Schools Division Offices (SDOs);
- (b) the unobligated allotments from the FY 2025 Continuing INSET funds directly released to the SDOs; and
- (c) the remaining balances of FY 2025 HRDPSLC funds sub-allotted to the field offices.

III. Definition of Terms

For the purpose of these guidelines, the following terms are operationally defined, as follows:

- a. **Human Resource Development** is a range of activities that cover continuing professional development, organization and career development aimed at improving individual and organizational productivity. It is a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (DO. No. 30, s. 2021)
- b. **Other teaching-related personnel** refer to those who perform teaching-related functions such as guidance counselors and librarians, and other personnel. (Republic Act No. 11713)
- c. **Program/Activity/Project (P/A/P)** refers to any work process or group of work processes undertaken to realize the outputs and outcomes of an agency. This is represented by an item of appropriation in the national budget.¹
 - i. **Program.** A group of activities and projects that contribute to a particular outcome. A program should have the following: 1) unique expected results or outcomes; 2) a clear target population or client group external to the agency; 3) a defined method of intervention to achieve the desired result; and 4) a clear management structure that defines accountabilities.²
 - ii. **Activity.** A work process that contributes to the implementation of a program, sub-program, or project.³
 - iii. **Project.** A special undertaking carried out within a definite timeframe and intended to result in some pre-determined measure of goods and services.⁴
- d. **School leaders** refer to officials in the public school system who perform managerial and supervisory roles in their respective levels of governance, such

¹ Glossary of Terms, Department of Budget and Management

² *Id.*

³ *Id.*

⁴ *Id.*

as head teachers, department heads, principals and assistant principals, schools district supervisors, education program supervisors and chief education supervisors at the schools division and regional offices, schools division superintendents, regional directors and assistant regional directors, and their equivalent positions in the private school system. (Republic Act No. 11713)

- e. **Teacher** refers to a person qualified to practice teaching under the law and engaged in the teaching of any subject, including technical-vocational (Tech-Voc), at the basic education level in all private or public basic education institutions. This may include teachers who may not actually be employed as such. (Republic Act No. 11713)
- f. **Unobligated Allotments** refer to portions or balances of any allotment free from any obligation or encumbrance which are still available after the completion or final discontinuance or abandonment of the work, activity, or purpose for which the appropriation is authorized.⁵

IV. Guidelines on the Use of FY 2026 INSET Funds

- a. For FY 2026, the amount of **One Billion Five Hundred Sixty-Four Million Six Hundred Thirty-Eight Thousand Pesos (PhP 1,564,638,000.00)** for In-Service Training is appropriated under the **Human Resource Development for Personnel in Schools and Learning Centers (HRDPSLC) Fund** in the FY 2026 General Appropriations Act (GAA) and is directly released to School Division Offices.

This appropriation shall be utilized in accordance with the Special Provision on “Appropriations for In-Service Training” under the FY 2026 GAA, which provides that said amount shall be used for in-service training and other learning and development interventions for public school teachers, school heads, and other instructional school leaders to upgrade their competencies based on professional standards and other relevant subjects, consistent with Republic Act No. 9155, as amended by Republic Act No. 10533, and other governing laws.

The breakdown of allocation of funds and corresponding physical targets for Schools Division Offices (SDOs) are provided in **Enclosure 1** of this Memorandum.

- b. Consistent with DepEd Order No. 030, s. 2021, titled “*Multi-Year Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Fund for Teachers and School Leaders*,” and aligned with the Special Provisions of the FY 2025 and FY 2026 GAAs, the FY 2026 INSET Funds shall be used for activities related to the following:
 - i. Design, development, and delivery of PD programs;
 - ii. Quality assurance of PD or training resource packages;
 - iii. Monitoring and evaluation (M&E) of the actual conduct of the PD/Training programs.

⁵ *Id.*

- iv. Research activities to determine the impact of the PD/Training programs conducted.
 - v. Provision of technical assistance to SDOs and schools on conducting LAC sessions and collaborative expertise sessions.
- c. In line with the allowable activities enumerated above and to ensure alignment with Department priorities, the Regional and Schools Division Offices are directed to utilize the FY 2026 INSET Funds to **design, develop, quality assure, and implement targeted and needs-based professional development (PD) programs** aligned with NEAP priority programs. These may include, but are not limited to, PD programs related to the following:
- i. Revised K to 12 Curriculum;
 - ii. Strengthening of the Senior High School Curriculum;
 - iii. Induction (Onboarding) Programs for Teachers, School Heads, and Supervisors. Please note that all newly-hired teachers must undertake the Induction/Onboarding Program by December 2026.
 - iv. School Leaders Development Programs;
 - v. Teaching-Related Personnel Development Programs;
 - vi. Literacy and Numeracy across Key Stages;
 - vii. AI and Education Technology Programs; and
 - viii. Other relevant school-based professional development initiatives aligned with DepEd priorities.

Likewise, ROs and SDOs are expected to implement NEAP's priority PD Programs such as:

- i. Building Teacher Expertise: Enhancing Teachers' Competence in Content and Pedagogy for Key Stages 2 & 3; based on prevailing subject mismatch and local development needs;
- ii. Specialized Training for Guidance Designates;
- iii. Guiding with Purpose: Empowering Mentors and Program Facilitators for the Revised Teachers Induction Program;
- iv. Creating Caring School Communities: A Capacity Building Journey for SEL Driven School Leaders;
- v. Language Bridging in Action: Using Pedagogical Translanguaging to Support Teachers for Key Stages 1-3

The Training Resource Packages (TRP) for these programs are available and can be accessed through NEAP, and separate implementation guidelines are provided for each of the above programs.

- d. Only quality-assured PD Programs as defined and outlined in **DM 044 s. 2023** or the *Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of NEAP Core Programs*, shall be implemented at all governance levels. (see Enclosure 2)
- i. Regional Offices shall submit their PD program proposals to the NEAP-Central Office (NEAP-CO), which shall convene a team of PD Program Evaluators to conduct the quality assurance review. Upon approval, the NEAP-CO shall issue a Quality Assurance Certificate for the PD program.

- ii. Schools Division Offices, on the other hand, shall submit their PD program proposals to the Regional Office Human Resource Development Division (RO-HRDD), which shall likewise convene a team of PD Program Evaluators to conduct the quality assurance review. Upon approval, the RO-HRDD shall issue a Quality Assurance Certificate for the PD program.
- iii. All implementing units at all governance levels shall ensure the submission of the necessary documents to the Professional Regulation Commission (PRC) for Continuing Professional Development (CPD) accreditation, whenever applicable.
- e. Moreover, in accordance with **DO 30, s. 2021**, Regional Directors and Schools Division Superintendents are mandated to manage and account for HRD Fund-supported professional development programs through quality assurance and monitoring and evaluation activities, including alignment with competency needs and standards and systematic oversight of PD program implementation and outcomes. (*Enclosure 3*)
- f. On the other hand, provision from **DM-OUHROD-2024-0427** or the *Guidelines on the School-level Development and Implementation of School-based Professional Development (PD) Programs*, shall serve as basis for the school-based implementation and quality assurance of PD programs, unless otherwise superseded by subsequent guidelines. (*Enclosure 4*)
- g. The allowable expenses that may be charged for the activities are the following:
 - i. Board and lodging of participants, resource persons, and the management team, the use of function room/s, provision of an audio-visual system or facility and other equipment and requirements prescribed by pertinent accounting and auditing rules and regulations;
 - ii. Transportation cost and per diem of the participants, resource persons, and management team for their participation in the Region, Division and in NEAP Central Office PD Programs-related activities.
 - iii. Supplies and materials at standard cost, which may include the printing of training modules and activity sheets and purchase of paper materials, writing tools and implements, and other training supplies as may be required;
 - iv. Expenses related to the conduct of quality assurance (QA) and monitoring and evaluation (M&E) activities of capacity-building programs;
 - v. Payment of Professional fees or honoraria of non-DepEd resource persons, in accordance with DBM Budget Circular No. 2007-01 and other relevant issuances;
 - vi. Other eligible expenses subject to the existing budgeting, accounting, auditing, and procurement laws, rules and regulations.

V. Use of Balances from FY 2025 Continuing Balances

1. The unobligated allotments from the FY 2025 Continuing INSET Funds directly released to the SDOs, as well as the remaining unobligated balances from FY 2025 downloaded funds under the HRDPSLC Funds, may be utilized for the priority P/A/Ps identified in this Memorandum, provided that such funds have not been earmarked for activities or expenses which have not yet been duly recorded as obligated.
2. To facilitate the proper utilization of these funds, the ROs are hereby directed to submit to the Office of the Undersecretary for Learning Systems, copy furnish the Office of the Undersecretary for Finance, within fifteen (15) days from the issuance of this Memorandum, a report on the actual unobligated balances of the FY 2025 directly released INSET funds and various FY 2025 HRDPSLC downloaded funds as of date of issuance of this Memorandum.
3. Any excess amounts or resulting balances identified by the Regional Offices may thereafter be utilized for Human Resource Development for Personnel in Schools and Learning Centers program consistent with the objectives of this Memorandum, subject to compliance with applicable budgeting, accounting, auditing, and procurement laws, rules, and regulations.
4. Furthermore, with respect to excess or unutilized FY 2025 funds further released by the ROs to their respective SDOs, or by the SDOs to their implementing unit schools, the concerned RO or SDO, as the case may be, shall be authorized to determine the most appropriate mechanism to optimize the utilization of such balances. This may include the pooling of funds or by providing appropriate directives to the SDOs on their utilization, provided that such utilization remains aligned with the priority P/A/Ps identified in this Memorandum.

VI. Monitoring

The ROs, SDOs, and schools shall conduct regular monitoring and evaluation activities to ensure the effective implementation of PD programs, the proper utilization of the HRDPSLC Fund, and the assessment of the impact of these programs on professional practice and organizational performance.

They shall likewise ensure that fund utilization strictly complies with the purposes authorized under this Memorandum, DepEd Order No. 030, s. 2021, the Cash-Based Budgeting System, and other applicable budgeting, accounting, auditing, and procurement rules and regulations. Any deviation from these policies may result in adverse audit findings from the Commission on Audit (COA) and the imposition of corresponding sanctions.

Further, the Regional and Division HRDPSLC Fund focal persons shall ensure the timely submission and regular updating of the electronic Physical and Financial Accomplishment Report every 10th day of the month through the following link:

<https://tinyurl.com/FundUtilizationFY2026>. The data submitted shall serve as the official basis for monitoring HRDPSLC fund utilization and for the preparation of Budget Accountability Reports (BAR-1) and other required financial and performance reports.

VII. Repealing Clause

All previously issued guidelines governing the initial use of the identified funds herein are hereby repealed or rescinded.

VIII. Inquiries

For inquiries and concerns, please contact the National Educators Academy of the Philippines, Second Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email address at neap.od@deped.gov.ph.

Immediate dissemination of this issuance is directed.



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Enclosure 1

ALLOCATION OF HRDPSLC FUND

Region	School Division Office	SDO-INSET	Physical Target
NCR	Division of Caloocan	8,446,000	812
	Division of Las Piñas	2,971,000	286
	Division of Makati	1,200,000	115
	Division of Malabon City	2,683,000	258
	Division of Mandaluyong	1,726,000	166
	Division of Manila	8,814,000	848
	Division of Marikina	2,295,000	221
	Division of Muntinlupa	2,601,000	250
	Division of Parañaque	3,190,000	307
	Division of Navotas City	1,654,000	159
	Division of Pasay City	2,124,000	204
	Division of Pasig City	3,964,000	381
	Division of Quezon City	13,397,000	1,288
	Division of San Juan City	549,000	53
	Division of Taguig and Pateros	6,109,000	587
Division of Valenzuela	4,347,000	418	
I	Division of Ilocos Norte	10,505,000	1,010
	Division of Ilocos Sur	14,782,000	1,421
	Division of La Union	11,373,000	1,094
	Division of Pangasinan I	22,068,000	2,122
	Division of Pangasinan II	18,094,000	1,740
	Division of Alaminos City	1,549,000	149
	Division of Batac City	933,000	90
	Division of Candon City	1,038,000	100
	Division of Dagupan City	1,760,000	169
	Division of Laoag City	1,332,000	128
	Division of San Carlos City	2,702,000	260
	Division of San Fernando City	1,147,000	110
	Division of Urdaneta City	1,950,000	188
	Division of Vigan City	701,000	67
CAR	Division of Abra	8,887,000	855
	Division of Apayao	5,176,000	498
	Division of Benguet	12,055,000	1,159
	Division of Ifugao	7,386,000	710
	Division of Kalinga	5,020,000	483
	Division of Mt. Province	6,373,000	613



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Region	School Division Office	SDO-INSET	Physical Target
	Division of Baguio City	2,683,000	258
	Division of Tabuk City	2,980,000	287
II	Division of Batanes	656,000	63
	Division of Cagayan	24,775,000	2,382
	Division of Isabela	26,718,000	2,569
	Division of Nueva Vizcaya	11,736,000	1,128
	Division of Quirino	5,540,000	533
	Division of Cauayan City	2,540,000	244
	Division of Santiago City	1,600,000	154
	Division of Tuguegarao City	1,497,000	144
	Division of Ilagan City	3,142,000	302
	III	Division of Aurora	5,073,000
Division of Bataan		8,597,000	827
Division of Bulacan		23,319,000	2,242
Division of Nueva Ecija		24,955,000	2,400
Division of Pampanga		20,557,000	1,977
Division of Tarlac		17,386,000	1,672
Division of Zambales		10,393,000	999
Division of Angeles City		3,392,000	326
Division of Balanga City		985,000	95
Division of Cabanatuan City		3,009,000	289
Division of Gapan City		1,542,000	148
Division of Malolos City		2,302,000	221
Division of Muñoz Science City		1,327,000	128
Division of Olongapo City		1,935,000	186
Division of San Fernando City		2,414,000	232
Division of San Jose City		2,158,000	208
Division of San Jose del Monte City		4,445,000	427
Division of Tarlac City		4,324,000	416
Division of Meycauayan City		1,686,000	162
Division of Mabalacat City		2,403,000	231
Division of Baliwag City	1,398,000	134	
CALABARZON	Division of Batangas	24,496,000	2,355
	Division of Cavite	17,533,000	1,686
	Division of Laguna	12,627,000	1,214
	Division of Quezon	31,904,000	3,068
	Division of Rizal	18,231,000	1,753
	Division of Antipolo City	5,958,000	573
	Division of Batangas City	3,792,000	365



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Region	School Division Office	SDO-INSET	Physical Target
	Division of Calamba City	4,148,000	399
	Division of Cavite City	837,000	80
	Division of Dasmariñas City	3,954,000	380
	Division of Lipa City	3,712,000	357
	Division of Lucena City	2,822,000	271
	Division of San Pablo City	3,320,000	319
	Division of Sta. Rosa City	2,247,000	216
	Division of Tanauan City	2,238,000	215
	Division of Tayabas City	1,387,000	133
	Division of Bacoor City	3,117,000	300
	Division of Imus City	2,787,000	268
	Division of Biñan City	2,365,000	227
	Division of Cabuyao City	2,029,000	195
	Division of General Trias City	2,872,000	276
	Division of San Pedro City	1,947,000	187
Division of Sto. Tomas City	1,705,000	164	
MIMAROPA	Division of Marinduque	6,397,000	615
	Division of Occidental Mindoro	11,940,000	1,148
	Division of Oriental Mindoro	16,525,000	1,589
	Division of Palawan	24,123,000	2,320
	Division of Romblon	7,731,000	743
	Division of Calapan City	2,082,000	200
	Division of Puerto Princesa City	3,649,000	351
V	Division of Albay	17,992,000	1,730
	Division of Camarines Norte	10,912,000	1,049
	Division of Camarines Sur	34,801,000	3,346
	Division of Catanduanes	8,070,000	776
	Division of Masbate	21,166,000	2,035
	Division of Sorsogon	16,409,000	1,578
	Division of Iriga City	1,679,000	161
	Division of Legazpi City	2,262,000	218
	Division of Ligao City	2,256,000	217
	Division of Masbate City	1,683,000	162
	Division of Naga City	1,913,000	184
	Division of Sorsogon City	2,910,000	280
	Division of Tabaco City	1,959,000	188
VI	Division of Aklan	11,525,000	1,108
	Division of Antique	16,500,000	1,587
	Division of Capiz	14,262,000	1,371



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Region	School Division Office	SDO-INSET	Physical Target
	Division of Guimaras	3,595,000	346
	Division of Iloilo	36,248,000	3,485
	Division of Iloilo City	3,311,000	318
	Division of Passi City	1,450,000	139
	Division of Roxas City	1,842,000	177
NIR	Division of Negros Occidental	20,327,000	1,955
	Division of Negros Oriental	15,549,000	1,495
	Division of Bacolod City	4,087,000	393
	Division of Bago City	1,917,000	184
	Division of Bais City	1,544,000	148
	Division of Bayawan City	2,951,000	284
	Division of Cadiz City	2,336,000	225
	Division of Dumaguete City	1,127,000	108
	Division of Escalante City	1,360,000	131
	Division of Guihulngan City	3,027,000	291
	Division of Kabankalan City	3,115,000	300
	Division of La Carlota City	1,024,000	98
	Division of Sagay City	2,317,000	223
	Division of San Carlos City	2,362,000	227
	Division of Silay City	1,502,000	144
	Division of Tanjay City	2,537,000	244
	Division of Siquijor	2,206,000	212
	Division of Himamaylan City	1,958,000	188
	Division of Sibalay City	1,409,000	135
	Division of Victorias City	1,098,000	106
Division of Canlaon City	1,140,000	110	
VII	Division of Bohol	32,353,000	3,111
	Division of Cebu Province	37,462,000	3,602
	Division of Bogo City	1,145,000	110
	Division of Carcar City	1,761,000	169
	Division of Cebu City	6,219,000	598
	Division of Danao City	1,966,000	189
	Division of Lapu-lapu City	3,773,000	363
	Division of Mandaue City	2,374,000	228
	Division of Naga City	1,584,000	152
	Division of Tagbilaran City	883,000	85
	Division of Talisay City	2,082,000	200
	Division of Toledo City	2,702,000	260
VIII	Division of Biliran	4,524,000	435



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Region	School Division Office	SDO-INSET	Physical Target
	Division of Eastern Samar	13,814,000	1,328
	Division of Leyte	38,963,000	3,746
	Division of Northern Samar	18,413,000	1,770
	Division of Samar	21,499,000	2,067
	Division of Southern Leyte	9,818,000	944
	Division of Baybay City	2,436,000	234
	Division of Borongan City	1,801,000	173
	Division of Calbayog City	5,318,000	511
	Division of Catbalogan City	2,034,000	196
	Division of Maasin City	2,064,000	198
	Division of Ormoc City	3,455,000	332
	Division of Tacloban City	2,531,000	243
IX	Division of Zamboanga del Norte	23,085,000	2,220
	Division of Zamboanga del Sur	23,458,000	2,256
	Division of Zamboanga Sibugay	15,855,000	1,525
	Division of Dapitan City	1,827,000	176
	Division of Dipolog City	1,752,000	168
	Division of Isabela City	2,223,000	214
	Division of Pagadian City	2,767,000	266
	Division of Zamboanga City	10,882,000	1,046
	Division of Sulu	17,987,000	1,730
X	Division of Bukidnon	23,383,000	2,248
	Division of Camiguin	1,997,000	192
	Division of Lanao del Norte	13,197,000	1,269
	Division of Misamis Occidental	10,102,000	971
	Division of Misamis Oriental	13,811,000	1,328
	Division of Cagayan de Oro City	5,719,000	550
	Division of El Salvador City	778,000	75
	Division of Gingoog City	2,967,000	285
	Division of Iligan City	4,383,000	421
	Division of Malaybalay City	3,040,000	292
	Division of Oroquieta City	1,516,000	146
	Division of Ozamiz City	1,984,000	191
	Division of Tangub City	1,880,000	181
Division of Valencia City	2,654,000	255	
XI	Division of Davao de Oro	13,383,000	1,287
	Division of Davao del Norte	8,742,000	841
	Division of Davao del Sur	8,843,000	850
	Division of Davao Oriental	10,217,000	982



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Region	School Division Office	SDO-INSET	Physical Target
	Division of Davao City	17,435,000	1,676
	Division of Digos City	2,047,000	197
	Division of Island Garden City of Samal	2,094,000	201
	Division of Mati City	2,414,000	232
	Division of Panabo City	2,413,000	232
	Division of Tagum City	2,287,000	220
	Division of Davao Occidental	6,624,000	637
XII	Division of Cotabato	22,922,000	2,204
	Division of Sarangani	10,899,000	1,048
	Division of South Cotabato	12,896,000	1,240
	Division of Sultan Kudarat	13,379,000	1,286
	Division of General Santos City	5,963,000	573
	Division of Kidapawan City	2,458,000	236
	Division of Koronadal City	2,232,000	215
Division of Tacurong City	1,220,000	117	
CARAGA	Division of Agusan del Norte	6,392,000	615
	Division of Agusan del Sur	15,764,000	1,516
	Division of Dinagat Island	3,761,000	362
	Division of Siargao	4,166,000	401
	Division of Surigao del Norte	5,858,000	563
	Division of Surigao del Sur	13,450,000	1,293
	Division of Bayugan City	2,244,000	216
	Division of Bislig City	1,960,000	188
	Division of Butuan City	4,857,000	467
	Division of Cabadbaran City	1,226,000	118
	Division of Surigao City	2,691,000	259
Division of Tandag City	1,099,000	106	
Grand Total		1,564,638,000	150,446



Republic of the Philippines
Department of Education

AUG 04 2023

DepEd MEMORANDUM
No. **044**, s. 2023

**INTERIM GUIDELINES FOR THE QUALITY ASSURANCE AND MONITORING
AND EVALUATION OF THE NATIONAL EDUCATORS ACADEMY
OF THE PHILIPPINES CORE PROGRAMS**

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

1. Following the issuance of DepEd Memorandum No. 012, s. 2023 titled Moratorium on the Implementation of DepEd Order (DO) No. 001, s. 2020 (Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders), the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), pursuant to DO 011, s. 2019¹, issues the enclosed **Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of NEAP Core Programs**.

2. The NEAP Core Programs are professional development programs and interventions aimed at building and enhancing teachers' and school leaders' professional knowledge, skills, and attitudes, thereby sustaining quality teaching and promoting career progression.

3. This Memorandum establishes the standards and procedures in the design, development, delivery, and evaluation of all DepEd Central Office-initiated professional development programs for teachers and school leaders aligned with the priorities of NEAP in collaboration with the Curriculum and Teaching Strand.

4. These guidelines shall remain in effect until the issuance of the DepEd Professional Development (PD) System. Only priority PD programs that satisfactorily comply with the quality assurance standards and procedures shall be implemented, monitored, and evaluated as officially part of the DepEd professional development program.

5. For inquiries and concerns, please contact the **National Educators Academy of the Philippines**, 2nd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email address at neap.od@deped.gov.ph.

¹ Implementation of the NEAP Transformation

6. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


GLORIA JUMAMIL-MERCADO
Undersecretary

Encl.:
As stated



References:

DepEd Order (Nos. 001, s. 2020 and 011, s. 2019)
DepEd Memorandum (No. 012, s. 2023)

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

BUREAUS AND OFFICES
MONITORING AND EVALUATION
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES
OFFICIALS
PROGRAMS
RECOGNITION
RULES AND REGULATIONS
TEACHERS

**INTERIM GUIDELINES FOR THE QUALITY ASSURANCE AND MONITORING
AND EVALUATION OF NEAP CORE PROGRAMS**

I. Background

The Department of Education (DepEd) recognizes the impact of quality of teachers and school leaders on student learning outcomes. In achieving DepEd's ultimate goal of producing Filipinos who are able to realize their full potential and contribute meaningfully to building the nation (BEDP 2030), the continuous reskilling and upskilling of teachers and school leaders is imperative.

The National Educators Academy of the Philippines, being the training arm of DepEd, responds to the call of one of the four components of the MATATAG Agenda, that is, to "Give support to teachers to teach better" through the development and delivery of needs-responsive, relevant, effective, and accessible professional development programs.

As it strengthens its transformation (DepEd Order No. 011, s. 2019), NEAP is currently reviewing its existing systems and processes towards establishing a professional development system that aims to further streamline professional development, make training programs programmatic and accountable, generate efficiency in resources, and effectively link professional development to career progression. Hence, the issuance of DepEd Memorandum No. 12, s. 2023 titled Moratorium on the Implementation of DepEd Order No. 001, s. 2020 (Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders).

In the interim, DepEd shall prioritize the implementation of professional development programs aligned with the NEAP and the Curriculum and Teaching Strand collaborative priorities.

To ensure that teacher and school leaders are provided with PD programs that are evidence-informed, standards-based, and results-driven, these Guidelines establish the quality assurance and monitoring and evaluation requirements and procedures.

II. Scope

This Memorandum provides guidelines on the design, development, delivery, and evaluation of DepEd Central Office initiated professional development programs aimed at ensuring the continuous development and provision of quality PD programs to DepEd teachers and school leaders.

Only DepEd Central Office Bureaus/Services/Units may design, develop, and submit proposed professional development programs for teachers and school leaders to NEAP for the purpose of obtaining Quality Assurance Certification and consequent inclusion into the NEAP Core Programs.

Regional and Schools Division Offices shall only conduct field implementation, monitoring and evaluation of DepEd Central Office developed professional development programs for teachers and school leaders consistent with the standards set by these guidelines.

PD program service providers external to DepEd may continue to offer PD programs subject to the voluntary participation of teachers and school leaders. Hence, endorsements or issuance of DepEd Advisory shall no longer be made.

Only Quality Assured DepEd Central Office developed PD programs shall be implemented in DepEd as officially part of DepEd professional development program.

III. Quality Assurance and Monitoring and Evaluation (QAME) Framework for NEAP Core Programs

The QAME Framework for NEAP Core Programs adheres to the philosophy of evidence-informed, standards-based, and results-driven professional learning. It shall provide a goal-oriented focus and direction to the provision of professional development programs for teachers and school leaders.

To enable NEAP to carry out its mandate of providing Tatak NEAP professional development programs, the following framework as shown in Figure 1. *QAME Framework for NEAP Core Programs* is adopted.

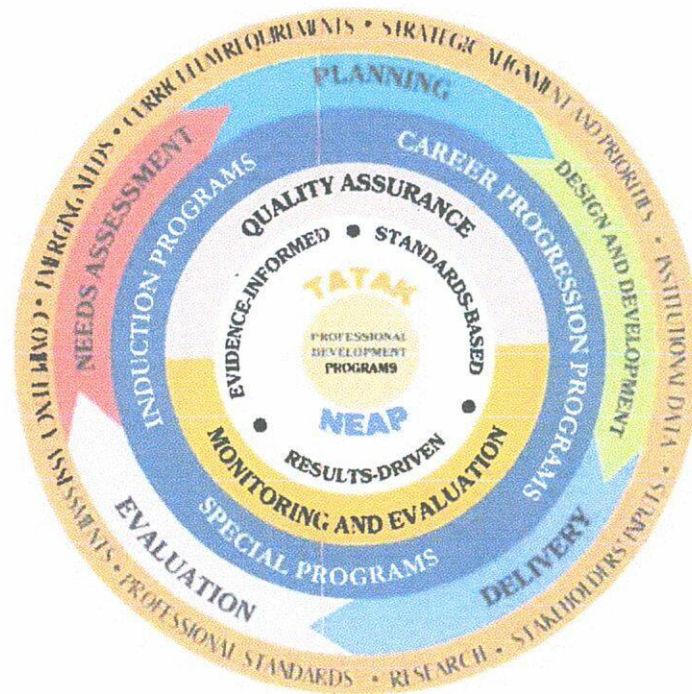


Figure 1. Quality Assurance and Monitoring and Evaluation (QAME) Framework for NEAP Core Programs

Crucial to providing needs-responsive, relevant, effective, and accessible professional development programs is to ensure that the development process undertaken:

- a. aligns with the organizational goals and priorities, curriculum requirements

- and professional standards for teachers and school leaders;
- b. responds to the emerging needs, results of competency assessments, and institutional data; and
- c. values research and stakeholders' inputs.

The development of all NEAP Core Programs is guided by the following key processes:

- a. Competency-based needs assessment – determining professional development needs of teachers and school leaders in key performance areas and identifying competency gaps that affect individual and organizational performance
- b. Planning – clarifying the strategic performance goals and developing the workplace development objectives (WDO) or the learning results chain and identifying the appropriate PD program (Induction Program, Career Progression Program, or Special Program) to address priority competency gaps identified in competency-based needs assessment
- c. Design and development - formulating comprehensive and coherent various PD program design elements (target learners, learning objectives, content, methodologies, assessments, and outputs)
 - i. LR Package Development - identifying, conceptualizing, producing, and evaluating quality and responsive learning resource packages based on the PD program design
- d. Delivery - implementing the program for intended learners based on the quality-assured design, using the learning resource packages that have been developed to facilitate competency development
- e. Evaluation – implementing the four levels of evaluation (Level 1: Reaction, Level 2: Learning, Level 3: Behavior, and Level 4: Results) according to the quality-assured Monitoring and Evaluation Plan

The NEAP Quality Assurance Division conducts quality assurance to assess the practice of the PD program development processes particularly from needs assessment to design and development and monitoring and evaluation to assess the PD program delivery and measure the learning outcomes, workplace application, and impact that resulted from these PD programs. The conduct of the QAME ensures that DepEd teachers and school leaders are provided with the Tatak NEAP (evidence-informed, standards-based, and results-driven) professional development programs.

IV. The NEAP Core Programs

The NEAP Core Programs are programmatic and competency-based formal professional development programs and interventions aimed at building and enhancing teachers and school leaders' professional knowledge, skills, and attitudes, thereby sustaining quality teaching and promoting career progression. Pursuant to DepEd Order No. 011, s. 2019, the NEAP Core Programs are categorized as follows:

A. Induction Programs

Induction Programs are support mechanisms put in place to assist a newly hired or newly promoted DepEd teacher or school leader in adapting to new workplace culture and become effective and efficient in performing his or her functions as a full-fledged DepEd personnel. Moreover, induction programs consolidate and harness entry-level competencies in preparation for career progression.

Induction programs run for at least one year. An assessment is administered at the end of the program to gauge the level of readiness of the DepEd personnel for his or her new role.

An induction program is a prerequisite for any of the courses for each job group.

B. Career Progression Programs

Career Progression Programs are professional development programs for teachers and school leaders to improve their professional practice and support their promotion by gaining developmentally gradated knowledge, skills, and attitude anchored on the Philippine Professional Standards of each job group. These are composed of Regular Programs, Subject Content Programs Supporting Quality Teaching, and Master Classes and are taken after completing the Induction Programs.

1. Regular Programs

Regular programs are aimed at elevating the professional practice of teachers and school leaders in order to meet the indicators of higher career stages (i.e., Proficient to Highly Proficient, Highly Proficient to Distinguished).

These programs are focused on

- a. building and consolidating teachers' and school leaders' competencies to perform their expected functions at their current career stages.
- b. supporting teachers' and school leaders' promotion by developing their knowledge, skills, and attitude against the career stages of the relevant professional standards.
- c. supporting assessment of teachers' and school leaders' competencies linked to their professional learning needs identified through the analysis of RPMS and their respective professional standards.

Regular programs are non-subject specific and cover one or more PPST/PPSSH/PPSS indicators. These programs discuss fundamental topics every teacher and school leader should know. Therefore, the first six (6) subjects or 18 units taken should fall under regular programs or a combination of regular and subject content programs.

Different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application.

2. Subject Content Programs Supporting Quality Teaching

Subject content programs supporting quality teaching are priorities of the Curriculum and Teaching strand and are focused on improving teachers' and school leaders' understanding, skills, and capacity to teach or conduct appropriate instructional supervision of relevant subject areas.

These programs are aimed at:

- a. supporting elementary, JHS, and SHS teachers in improving their content knowledge and pedagogical content knowledge that are consistent with the findings of the Teacher Development Needs Survey (TDNS) and other relevant studies;
- b. supporting school leaders, such as EPSs and PSDSs, in conducting appropriate, effective, and efficient instructional supervision of relevant subject areas; and
- c. linking content knowledge and pedagogical content knowledge through, for example, formative assessment, and assessment in general, to provide baseline information for teachers and school leaders.

They respond to one or a combination of PPST/PPSSH/PPSS indicators and are directly linked to a specific discipline. These programs emphasize the development of content and pedagogical content knowledge. As such, subject content programs are offered only to participants who teach the discipline that the program covers. Due to the direct and critical role it plays in one's teaching and supervisory practice, subject content programs or a combination of subject content and regular programs shall be the first six (6) subjects, or 18 units taken by a DepEd personnel.

Different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application.

3. Master Classes

Master classes cover topics that develop competencies inherent to the participants' professional standards but are beyond their expertise (e.g., Use of ICT – PPST Domain 1.3, Financial Management – Domain 2.2, Coaching and Mentoring the Mentors (Support for instructional leadership) – Domain 3.1). They respond to the DepEd personnel's immediate and emerging tasks. These programs are delivered by expert practitioners of the topic. For teachers and school heads, master classes may be delivered through the Learning Action Cell and In-Service Training (INSET) consistent with the Policy Guidelines for INSET.

These are delivered by expert practitioners of the discipline (i.e., ICT practitioner, financial management expert, coaches and mentors), applied and participatory in approach, and should be offered to small groups to maximize impact on teacher and school leader quality.

While different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application, one final output or performance shall be the main exit

assessment for master classes.

C. Special Programs

Special programs cover topics indirectly linked to one's immediate function, which is either a designated special task or support for policy implementation. This program shall be taken after the first six (6) subjects, or 18 units combined regular and subject content programs.

Different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application.

(Refer to Enclosure No. 2 for the NEAP Core Programs Categorization Checklist)

V. Development of NEAP Core Programs

To ensure best practice and outcomes in the development and implementation of PD programs, PD program owners shall adhere to the following PD program development procedures.

A. Preparing the Professional Development Program Proposal

The planning, design, and development of the detailed Professional Development (PD) program proposal shall adhere to the following key steps and quality standards.

1. Establish the rationale of the proposed PD program to be proposed.
2. Identify the target PPST/PPSSH/PPSS domain, strand, and indicator for development.
3. Profile and select target participants *(Refer to Enclosure No. 3 for the Target Participants Profile Sheet)*.
4. Develop Workplace Development Objectives (Learning Results Chain)

a. Results objective (Impact)

Determine what improvements in the condition of learners or positive changes in the organizational systems or processes may be expected as a result of participants' improved competency and performance.

This is based on the Department's strategic directions, goals, and objectives, which are cascaded and contextualized in the Regional and Schools Division Education Development Plans, and School Improvement Plans.

b. Application objective (Outcomes)

Determine what participants should be able to perform back in their workplace to demonstrate behavioral change/change in performance.

c. Terminal objective (Output)

Determine what concrete output/s participants should be able to produce at the end of the PD program to demonstrate application of competencies.

d. Enabling objectives (Competencies)

Also referred to as competencies, determine what job tasks or roles in the form of knowledge, skills, and attitude the participants should be able to acquire from the PD program.

5. Develop a comprehensive PD Program M&E plan according to Kirkpatrick Four-Level Training Evaluation Model. (*Refer to Enclosure No. 4 the Detailed PD Program Design Form and M&E Plan Form*).

Level 4: Results

Degree to which targeted impact occurs as a result of the learning event(s) and subsequent reinforcement.

Level 3: Behavior

Degree to which learners apply what they learned during the PD program when they are back on the Job.

Level 2: Learning

Degree to which learners acquire intended knowledge, skills, and attitudes from their participation in the PD program.

Level 1: Reaction

Degree to which participants react favorably to the learning experience.

6. Develop session objectives.
7. Select and organize content.
8. Determine a variety of methodologies.
9. Identify all learning resource materials to support the delivery of each session.
10. Determine assessment strategies and tools.
11. Determine session outputs.
12. Estimate time requirement.
13. Ensure that the proposed PD program design promotes Gender Equality, Disability and Social Inclusion.
14. Identify appropriate resource speakers/subject-matter experts who will deliver assigned session/s (*Refer to Enclosure No. 5 for the Curriculum Vitae of Resource Speaker/Subject-matter Expert*).
15. Plot the elements mentioned above in the Detailed PD Program Design Form (*Refer to Enclosure No. 4 for the Detailed PD Program Design Form and M&E Plan Form*).
16. Design Session Guides (*Refer to Enclosure No. 6 for the Session Guide Form*) consistent with the Detailed PD Program Design Form.

17. Design Workplace Application Plan (WAP) template and WAP implementation rubric (*Refer to Enclosure No. 7 for the sample WAP template*).
18. Estimate budget requirements.
19. Identify PD Program Management Team (PMT) who will be assigned to manage the delivery components of the program.
20. Review the PD program design using the quality standards checklist (*Refer to Enclosure No. 8 for the PD Program Design Quality Standards Checklist*).

B. Developing Learning Resource Materials (LRMs)

LRMs include those used by learners such as handouts, brochures, worksheets, templates, manuals or tool kits, activity materials (e.g., case studies, structured learning exercises, etc.), learning journal or diary, and job aids. These could also be the materials used by the resource speaker or subject-matter expert such as session guide and related references, presentation materials, non-print materials (e.g., video, and other multimedia materials), and activity materials.

The gathering and development of LRMs shall adhere to the following key steps and quality standards (*as outlined in the Enclosure No. 9 PD LR Materials Quality Standards Checklist*).

1. Review specifications and standards for each learning resource material (LRM).
2. Identify available LRMs for adoption, modification, and new LRMs for development.
3. Evaluate LRMs for adoption and/or modification.
4. Refine LRMs as necessary, following the consolidated revision suggestions from the internal review.
5. Develop new LRMs as deemed necessary.
6. Evaluate newly-developed LRMs.
7. Refine newly-developed LRMs as necessary, following the consolidated revision suggestions from the internal review.

C. Delivery of Quality Assured PD Programs

The Program Delivery is divided into two: program management and learning management. The former is the responsibility of the Program Management Team while the latter is the responsibility of the resource speakers/subject-matter experts.

The program management ensures that the program will be implemented effectively and efficiently based on the standards while learning management covers the delivery of content and methodologies according to the adult learning principles. Learning management is also expected to utilize active learning methods promoting participants' engagement with the content and meaningful interactions through discussion, problem solving, hands-on skill

building, and output making. The active learning hours shall cover the delivery of sessions and management and assessment of learning.

The delivery of the quality-assured Professional Development Programs shall adhere to the following key steps and quality standards (*as outlined in the Enclosure No. 10 PD Program Delivery Quality Standards*).

Program Management:

1. Review the quality-assured PD program design and learning resources materials.
2. Communicate the conduct of programs to the concerned offices and to the target participants.
3. Ensure that the venue is compliant with the facilities standards.
4. Check the availability of the learning resource materials as well as the equipment/tools/supplies needed for the program delivery.
5. Ensure the program is carried out in a learning environment that supports participants' well-being.
6. Administer the pre-assessment before the start of the program.
7. Conduct preliminary activities during the delivery proper: opening program and management of learning.
8. Manage the conduct of the sessions: attendance, introduction of resource speakers, documentation (*Refer to Enclosure No.11 for PD Program Documentation Form*), and debriefing.
9. Administer end of day evaluation (Level 1) (*Refer to Enclosure No.12 for Sample End-of-Day Evaluation Tool*), formative, and summative assessments (Level 2).
10. Conduct closing ceremonies which includes national anthem, ecumenical prayer, insights, giving and acceptance of challenge, way forward, closing remarks, and distribution of certificates.

Learning Management:

1. Prepare the participants for learning by explaining the session objectives and utilizing best learning practices.
2. Facilitate learning based on the quality-assured PD program.
3. Integrate learning by allotting a session for synthesis and preparation of WAP.

D. End-of-PD Program Evaluation

The End-of-PD Program Evaluation aims to measure the efficiency, effectiveness, and continuous improvement of PD programs. It is conducted after the PD program has been completed, when the participants have returned to their workplace and begin to apply what they have learned from the PD program. It measures the Level 1 - Reaction, Level 2 - Learning, Level 3 - Behavior, and Level 4 - Outcomes and Impacts resulting from the PD programs.

The end-of-PD-program evaluation shall adhere to the following steps and guidelines:

<p>1. Submit Accomplished PD Program Completion Report (Refer to Enclosure No. 13)</p>	<p>PD Program Completion Report contains the following:</p> <ul style="list-style-type: none"> i. The executive summary includes the program description and its objectives, and the daily proceedings of the conduct of the program. ii. The M&E Analysis includes a summary of: <ul style="list-style-type: none"> 1. Level 1: participants' evaluation of the program (daily over-all rating, summary of comments and suggestions, and over-all strengths and areas for improvement) 2. Level 2: participants' learning (summary of results of pre-test and post-test and/or other summative assessments). b. General comments and issues encountered in relation to program delivery and management. c. Recommendations for improvement of future programs and policy action. d. Photo Documentation (five pictures per day with descriptions). e. Attachment includes: <ul style="list-style-type: none"> i. Actual Participants Profile Sheet (Refer to Enclosure No. 14) ii. Financial Report
<p>2. Prepare an Inception Plan (Refer to Enclosure No. 15)</p> <ul style="list-style-type: none"> • Level 3 (Behavior Evaluation) 	<ul style="list-style-type: none"> a. The Inception Plan assesses: Behavior Evaluation <ul style="list-style-type: none"> i. WAP accomplishments against agreed objectives/targets (and also how well the targeted competencies were demonstrated on the job) ii. Improvement in individual competencies (link to IPCRF-IDP – Were the learning objectives met? Were the identified development needs addressed? What improvement in competencies are demonstrated?) b. The Inception Plan covers, but is not limited to, the rationale, evaluation questions, target respondents, data collection methods, instruments to be used, timeline of the evaluation and personnel involved consistent with the

	<p>details indicated in the M&E Plan, and references.</p>
<p>3. Conduct of Level 3 Evaluation</p>	<ul style="list-style-type: none"> a. Adheres to Republic Act 10173 or the Data Privacy Act of 2012 b. Informed consent was obtained from potential participants. c. The participants' anonymity and confidentiality were protected. d. Deceptive practices were avoided. e. The participants were given the right to withdraw from participating in the evaluation. f. The evaluation takes account of local contexts including sensitivities around gender and marginalized groups. g. All data gathered is stored securely and is only accessible to the PMT. h. Raw data gathered shall be stored for a minimum of 5 years, after which they will be destroyed.
<p>4. Analyze evaluation results and submit Level 3 Evaluation Report (<i>Refer to Enclosure No. 16</i>)</p>	<ul style="list-style-type: none"> a. The evaluation responds to information needs, in particular as expressed in the terms of references. b. The design of the evaluation adequate for obtaining the results needed to answer the evaluation questions. c. The data collected are adequate for their intended use and have their reliability been ascertained. d. The data are systematically analyzed to answer evaluation questions and cover other information needs in a valid manner. e. The findings follow logically from and are justified by the data/information analysis and interpretations. f. Conclusions are unbiased and fully based on findings. g. Areas needing improvements are identified and are consistent with the conclusions. The suggested options are realistic and impartial. h. The report is well-structured, balanced and written in an understandable manner.

The preparation and submission of End-of-PD Program Evaluation Reports shall be consistent with the following:

Document	Timeline	Person Responsible	Recipient
1. PD Program Completion Report of National Implementation	Shall be submitted within 30 working days after the national implementation of the PD Program	PD Program Owner	NEAP-QAD
2. PD Program Completion Report of Field Implementation	Shall be submitted within 30 working days after the field implementation of the PD Program	Program Management Team in the Region	PD Program Owner
3. Consolidated PD Program Completion Report of Field Implementation	Shall be submitted within 30 working days after the receipt of all PD Program Completion Reports of Field Implementation	PD Program Owner	NEAP-QAD
4. Inception Plan	May be prepared as soon as PD Program proposal is quality assured. Shall be submitted within 14 working days before the conduct of evaluation of Level 3	PD Program Owner	NEAP-QAD
5. Data on Level 3 Regional Evaluation	Shall be submitted within 60 working days after the completion of Level 3 Monitoring and Evaluation	PMT in the Regions in coordination with SDO-SMME and other persons responsible identified in the M&E Plan	PD Program Owner
6. Level 3 Evaluation	Shall be submitted within	PD Program Owner in	NEAP-QAD

Report	60 working days after the receipt of Data on Level 3 Regional Evaluation	coordination with the PMT in the region	
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VI. Quality Assurance and Monitoring and Evaluation Procedures

A. All proposed professional development programs shall be quality-assured consistent with the following steps and requirements:

1. DepEd Bureaus/Services/Units shall propose professional development programs for DepEd teachers and school leaders aligned with the following priority programs:

- a. Learning Camps for Math, Science, and English (Grades 8 and 9)
- b. Higher Order Thinking Skills for English, Science, and Math (Grades 7 to 12)
- c. Literacy and Numeracy Training (K to 12 Teachers)
- d. Content Knowledge and Pedagogy Training for other learning areas (Grades 7 to 12)
- e. Revised K to 10 Curriculum Training for Teachers
- f. National Reading Program
- g. National Mathematics Program
- h. Comprehensive Sexuality Education
- i. Digital teaching and learning
- j. Learning area specialization/subject content programs
- k. Other programs determined by the Curriculum and Teaching Strand and NEAP as priority

2. The proposed PD program design should be comprehensive, efficient, and directly responsive to the findings and recommendations in the Competency-based Needs Assessment Report. All proposed PD program designs, regardless of modality, shall contain the following key elements:

- a. PD Program Proposal
 - i. PD Program Owner Profile
 - ii. PD Program Description
 - (1) Program Title
 - (2) Rationale (discussion of the PDNA results; literature; legal basis)
 - (3) Workplace Development Objectives (WDO) or the Learning Results Chain (Results, Application, Terminal, and Enabling Objectives)
 - (4) Profile of the target participants, including baseline data on proficiency level/career stage
 - (5) Target domain/s, strand/s, and indicator/s
 - (6) Indicative dates of implementation
 - (7) Delivery Modality
 - iii. Detailed PD Program Design (time requirement, session objectives, topics/content areas, methodologies and resources, assessment strategies and tools, outputs, and assigned resource speaker.

- iv. PD Program Monitoring and Evaluation plan
 - v. Program Implementation Plan (PIP)
- b. Other required attachments
 - i. Curriculum vitae of resource speakers/subject-matter experts
 - ii. Assessment tools (formative and summative measures and rubrics)
 - iii. Workplace application plan template and implementation rubric
 - iv. All LR materials (session guides, slide decks, modules (if applicable))
 - c. The Target Participants Profile Sheet is to be submitted to NEAP-QAD within 14 working days prior to the implementation of the PD Program.
3. All duly prepared PD Program Proposals shall be submitted to NEAP-QAD for quality assurance 45 working days before the implementation.
 - a. PD program proposals shall be submitted through the online submission box during the period of call for submission for PD programs quality assurance as announced by NEAP.
 4. PD program owner shall receive an acknowledgement slip from NEAP-QAD within 3 working days upon receipt of the PD proposal with complete required documents.
 5. Duly submitted PD program proposals shall be evaluated consistent with the PD Program Design Quality Standards Checklist by PD program design evaluators and PD program content evaluators from NEAP-QAD and non-DepEd partners.
 6. PD program proposals shall be quality assured based on the following criteria:
 - a. Strength of research base
 - b. Alignment with the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), or the Philippines Professional Standards for Supervisors (PPSS)
 - c. Profile and selection of participants
 - d. Articulation of objectives and its alignment with the competencies for development
 - e. Selection and organization of content
 - f. Soundness of methodology
 - g. Mechanisms to determine whether the objectives have been met
 - h. Intended workplace application
 - i. Credentials/expertise of resource speakers/subject-matter experts
 - j. Budget and costing
 - k. Gender Equality, Disability and Social Inclusion
 7. QA recommendation/s shall be communicated to the PD program owner within 8 to 20 working days from the date of receipt of the PD program proposal.

8. In case of a QA recommendation indicating **Partially Evident** and/or **Not Evident**:

- a. Upon release of the QA recommendation, compliance shall be made and submitted by the PD Program Owner to NEAP-QAD within
 - i. 3 working days - if recommendations are minimal (the evaluators' recommendation/s will not change the overall objectives and design of the proposed PD program)
 - ii. 7 working days - if recommendations are major (the evaluators' recommendations will result in revision of the overall objectives and design of the proposed PD program)
- b. Technical Assistance in compliance with the QA recommendations shall be provided by NEAP-Professional Development Division (PDD) to the PD program owner.
- c. PD program owners are allowed to make 2 resubmissions of their improved proposed PD programs.

9. Only PD program proposals that completely satisfy the PD Program Quality Standards shall be issued a Quality Assurance Certification and shall be implemented as officially part of the DepEd professional development program.

B. Implementation of all quality-assured PD program proposals shall be monitored and evaluated consistent with the following steps and requirements:

1. PD program managers shall submit an updated schedule of implementation to NEAP-QAD within 10 working days prior to the actual conduct of the PD program for the proper scheduling of monitoring visits (*Refer to Enclosure No. 17 for the M&E Visit Checklist*).
2. The PD program managers shall receive an email from NEAP-QAD to inform them of the date/s of the monitoring and evaluation visit.
3. The program and learning management of quality-assured PD Programs shall be monitored by an assigned M&E Officer from NEAP-QAD.
4. The monitoring and evaluation visits shall take within at least 2-5 days of the actual implementation.

VII. PD Program Field Implementation

A. To maintain the standards of the implementation of all DepEd Central Office developed PD programs in the regions and schools division offices, the following steps and requirements shall be adhered to:

1. The PD Program Owner shall conduct coordination meeting with the Regional Office/s or Schools Division Office/s with the following key objectives:
 - a. Communicate and provide the quality assured PD program package:
 - i. Detailed PD Program Design
 - ii. PD Program Monitoring and Evaluation Plan
 - iii. List and curriculum vitae of resource speakers (trained trainers)
 - iv. Workplace application plan template and implementation rubric

- v. PD LR Materials (session guides, assessment tools, slide decks, modules, etc.)
- b. Identify implementation requirements:
- i. Target participants consistent with the profile/selection criteria set by the PD program owner
 - ii. Indicative dates of implementation
 - iii. Program Management Team Terms of Reference (*Refer to Enclosure No. 18*)
 - iv. Venue
 - v. Resources
 - vi. Budget requirements
 - vii. Technical assistance needed from the PD program owner & NEAP Central Office
2. Before the conduct of field implementation, the Regional/SDO PMT shall prepare and submit to the PD Program Owner the following:
- i. Updated PD Program Design
 - (1) Details of regional/SDO participants' profile
 - (2) Date/s of implementation
 - (3) Assigned resource persons/subject-matter-experts in each session
 - ii. Official list of resources persons/subject-matter experts
 - iii. Target participants profile sheet
 - iv. Official list of regional PMT members (per classroom)
 - v. Approved budget estimate plan
 - vi. End-of-day evaluation form
3. PD program owner shall consolidate the PD program materials listed above then submit to NEAP-QAD, 20 working days before the RO/SDO's conduct of the field implementation.
4. RO/SDO shall deliver PD programs consistent with the quality-assured PD program design and the PD program delivery quality standards.
5. RO/SDO shall monitor and evaluate the delivery of PD programs consistent with the quality-assured M&E Plan (Levels 1 and 2).
6. RO/SDO shall conduct end-of-PD program evaluation consistent with the quality assured M&E Plan (Level 3) and the submitted inception plan.
- a. Ensure that the implementation of WAP is monitored and evaluated by the participant's immediate supervisor in coordination with the M&E Coordinator of the Regional PMT.

VIII. Duties and Responsibilities

A. Professional Development Program Owner shall:

- 1. Conduct competency-based needs assessment as the primary basis for planning, designing, developing, and implementing PD programs compliant with the set procedures and quality standards.
- 2. Prepare and submit all the required PD program forms, attachments, and LR materials to NEAP-QAD for quality assurance.

3. Comply with the quality assurance recommendations to completely meet the set standards.
4. Coordinate with the NEAP QAD and PDD for the provision of technical assistance in PD program design, development, and delivery as may be recommended.
5. Secure PD Program Quality Assurance Certification from NEAP before implementing the PD program.
6. Implement PD program consistent with the quality-assured PD program design and M&E plan.
7. Monitor and evaluate participants' Reaction (Level 1), Learning (Level 2), implementation of Workplace Application Plan (Level 3), and PD program impact (Level 4) consistent with the quality-assured M&E plan.
8. Prepare and submit the End-of-PD Program Evaluation Reports to NEAP-QAD.

B. NEAP-Quality Assurance Division shall:

1. Receive and pre-screen the completeness of PD program proposals.
2. Evaluate PD program proposals and LR materials based on the standards and procedures set.
3. Review and validate evaluation results.
4. Prepare clearly articulated recommendations for PD program proposals that failed to meet all the quality standards.
5. Prepare and issue PD Program Quality Assurance Certification to PD program proposals that completely meet the quality standards.
6. Monitor and evaluate the actual implementation of all quality-assured PD programs.
7. Conduct data collection and analyses to inform decision making, policy review and formulation, and provision of technical assistance to PD program owners and field offices.
8. Provide technical assistance in the conduct of the End-of-PD Program Evaluation.

C. PD Program Evaluators

For the purpose of reviewing and evaluating PD program proposals, the NEAP-QAD shall form PD Program Evaluation Committee composed of PD program design and content evaluators who have undergone orientation and training and have qualified content specialization and relevant experience as required by the PD program proposal.

1. PD Program Design Evaluators

- a. Review and evaluate each element in the detailed PD program designed based on the quality standards set.
- b. Evaluate the evidence of each quality standard in the relevant section of the detailed PD program design.
- c. Evaluate the alignment of the objectives with the session content, methodology/activities, output and intended learning outcomes
- d. Ensure the alignment of the proposal to the Philippine Professional Standards for teachers and school leaders
- e. Check individual attachment for consistency, accuracy and compliance with the requirements.

- f. Consolidate the result of evaluation through the Quality Assurance Recommendation Form.
- g. Prepare clearly articulated recommendations for PD programs that failed to meet the QA standards, for compliance of the PD program owner.
- h. Endorse the QA recommendation to the QA Certification approver.

2. PD Program Content Evaluators

- a. Evaluate the proposal based on the alignment of the objectives, content, methodology, and output with the Philippine Professional Standards for Teachers (PPST)/ Philippine Professional Standards for School Heads (PPSSH)/ or Philippine Professional Standards for Supervisors (PPSS.)
- b. Evaluate the appropriateness, accuracy, and adequacy of the content based on the identified developmental needs of the target participants.
- c. Evaluate the structure and sequence of the content areas.
- d. Evaluate the alignment of the content areas with the curriculum standards.
- e. Assure the quality of the resource package (session guides, slide decks and participant's hand-outs) based on appropriateness, accuracy, and adequacy of content to support the attainment of the learning objectives.
- f. Consolidate the result of evaluation through the Quality Assurance Recommendation Form
- g. Prepare clearly articulated recommendations for PD programs/courses that failed to meet the QA standards, for compliance of the PD program owner
- h. Endorse the QA recommendation to the QA Certification approver.

3. Quality Assurance Certification Approver

- a. Validates the QA recommendation endorsed by PD program evaluation committee.
- b. Approves the endorsed QA recommendation from the PD program evaluation committee.
- c. Forwards the approved QA recommendation certification to NEAP-QAD.

D. NEAP-Professional Development Division

- 1. Provide technical assistance to PD program owners in the design and development of PD program proposals.
- 2. Provide technical assistance in the delivery of PD programs developed by other DepEd Bureaus/Services/Units.
- 3. Co-design and co-develop PD programs with other DepEd Bureaus/Services/Units.

IX. Awarding of Certificates

Certificates for engagement in PD programs shall be prepared and awarded adherent with the following requirements:

- A. A Certificate of Completion shall be awarded to a teacher or school leader who has successfully completed the entire duration of the PD program and has



Republic of the Philippines
Department of Education

06 AUG 2021

DepEd O R D E R
No. **030**, s. 2021

**MULTI-YEAR IMPLEMENTING GUIDELINES ON THE ALLOCATION
AND UTILIZATION OF THE HUMAN RESOURCE DEVELOPMENT FUND
FOR TEACHERS AND SCHOOL LEADERS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Multi-Year Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Fund for Teachers and School Leaders**.
2. These Guidelines aim to promote and support the professional development of DepEd public school teachers and school leaders.
3. All DepEd Orders and other related issuances, rules and regulations, and provisions, which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
4. For more information, please contact the **National Educators Academy of the Philippines (NEAP)**, Second Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at neap.od@deped.gov.ph or at telefax number (02) 8638-8638.
5. This DepEd Order shall take effect immediately upon issuance.
6. Immediate dissemination of and strict compliance with this Order is directed.



To authenticate this document
please scan the QR code



DEPED-OSEC-446189


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

Reference:

DepEd Order No. 021, s. 2018

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

ALLOCATION
EXPENSES
FUNDS
PROGRAMS
PROJECTS
SCHOOLS
TEACHERS

MCR/SMMA/APA/MPC, DO Multi-Year Implementing Guidelines on the Allocation and Utilization of the HRD Fund...
0174 - June 23, 2021/07-28-21 (Revised Version)

(Enclosure to DepEd Order No. 030, s. 2021)



MULTI-YEAR IMPLEMENTING GUIDELINES ON THE ALLOCATION AND UTILIZATION OF THE HUMAN RESOURCE DEVELOPMENT FUND FOR TEACHERS AND SCHOOL LEADERS

I. Rationale

1. Ensuring teacher quality is indispensable in the delivery of quality, accessible, relevant and liberating education. Pursuant to its goal of providing every Filipino with access to quality basic education, the Department of Education (DepEd) is mandated to undertake programs, activities, and projects (PAPs) aimed towards continuing professional development of its personnel especially at the schools and learning centers.
2. For this purpose, Human Resource Development Funds have been allocated to support the implementation of initiatives relative to the continuing professional development of public school teachers and school leaders at various governance levels. It has three (3) components: (1) the Central Office-Managed Funds; (2) the Program Support Fund (PSF); and, (3) the In-Service Training (INSET) Fund. The implementation of programs associated with these funds is lodged in various offices at the Central (CO), Regional (ROs), and Schools Division Offices (SDOs).
3. Previously, all PAPs geared towards the continuing professional development of regular or permanent teaching and non-teaching personnel in public schools and learning centers including teaching personnel who perform managerial, administrative and supervisory roles at the schools division, regional, and central offices are funded under the HRD Funds provided in the General Appropriations Act (GAA). Its allocation and utilization are governed by DepEd Order No. 021, s. 2018 entitled, "*Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Funds for Personnel in Schools and Learning Centers.*" However, a separate fund under the FY 2021 GAA for the professional development solely for non-teaching personnel has been included, called Organizational and Professional Development for Non-Teaching Personnel (OPDNTP). Hence, this Guidelines establishes the coverage that delimits the HRD Funds to public school teachers and school leaders.

II. Scope

4. This Guidelines shall apply to all PAPs funded under the Human Resource Development Fund for Personnel in Schools and Learning Centers as provided in the General Appropriations Act (HRD Fund), that are geared towards the continuing professional development of public school teachers and school leaders.

5. The HRD Fund has three components: (1) the Central Office-Managed HRD Funds which is intended to support the operations and programs of NEAP as well as the professional development (PD) programs provided by bureaus and service units in the Central Office; (2) the PSF which is downloaded by NEAP to the ROs and SDOs; and, the INSET Funds that are directly released by the Department of Budget and Management (DBM) to the SDOs.
6. The Guidelines provides the CO, ROs and SDOs with clear and systematic processes on the allocation, planning and availment, and utilization of the HRD Fund.

III. Definition of Terms

7. For the purpose of this Guidelines, the following terms are defined as follows:
 - a. **Activity** is a work process that contributes to the fulfillment of a program, sub-program or project (DBM National Budget Circular No. 559, dated 26 June 2015). Activities are output-driven undertakings with specific calendar schedule and resource assignment. The objectives of an activity typically have corresponding tangible and quantifiable outputs. An activity must be anchored on a program / project and consistent with DepEd's vision and mission. Activities are significantly limited in scope and shorter in lifespan than either programs or projects. Activities may be initiated by the CO, ROs, SDOs, schools or by external partners. Activities are generally evaluated against the expected / identified outputs and immediately after they have ended.
 - b. **Authorization** is the formal NEAP evaluation of non-DepEd entities applying to become a provider of recognized professional development programs and courses for teachers and school leaders (DO No. 001, s. 2020).
 - c. **Authorized Learning Service Providers (LSP)** are non-DepEd providers that have been awarded formal, fixed-term Authorization by NEAP to provide professional development to teachers and school leaders within DepEd (DO No. 001, s. 2020).
 - d. **Continuing Professional Development (CPD)** refers to the inculcation of advanced knowledge, skills, and ethical values in a post-licensure specialization or in an inter- or multidisciplinary field of study, for assimilation into professional practice, self-directed and research and/or lifelong learning (Republic Act No. 10912). The management of retention and renewal of the Professional Regulation Commission (PRC) ID is dependent on the units earned by the public school teachers and school leaders through the different professional development programs and courses.

- e. **DepEd Service Providers (DSP)** refer to any DepEd Central Office bureaus, services or units, DepEd Regional Offices or DepEd Schools Division Offices that provide professional development programs and courses to teachers and school leaders in accordance with DepEd Order 001, s. 2020.
- f. **Human Resource Development** is a range of activities that cover continuing professional development, organization and career development aimed at improving individual and organizational productivity. It is a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (DO No. 21, s. 2018).
- g. **Learning Action Cell (LAC)** is a group of teachers and learning center teaching personnel who are engaged in collaborative learning sessions to solve shared challenges encountered in the school. LACs are school-based communities of practice that are positive, caring and safe spaces (DO No. 35, s. 2016).
- h. **Learning Center** is a physical space to house learning resources and facilities of a learning program for out-of-school youth and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life (Republic Act No. 9155).
- i. **NEAP-Recognized Professional Development Programs and Courses** are programs and courses offered by DSPs and LSPs that have undergone the quality assurance and recognition process intended to uphold the learning and development standards in the development and delivery of professional development programs and courses provided to DepEd teachers and school leaders through an evaluation mechanism under DepEd Order No. 001, s. 2020.
- j. **Permanent Position** is an appointment status issued to a person who meets all the minimum qualification requirements of the position to which he/she is being appointed, including the appropriate eligibility prescribed in accordance with the provision of law, rules and standards, promulgated in pursuance thereof. This includes all levels of position (*as amended by Civil Service Memorandum Circular No. 15, s. 1999*).
- k. **Personnel** are employees of the Department who are occupying permanent positions and are included in the plantilla positions of the Department.
- l. **Personnel in Schools and Learning Centers** refer to teachers and school leaders as defined in these guidelines.

- m. **Portfolio Managers** are the officials that provide direction and strategies in the management, allocation and utilization of the HRD Funds. The Undersecretary in-charge of NEAP is the HRD Fund Portfolio Manager for DepEd, while the Regional Directors and the Schools Division Superintendents shall serve as the Portfolio Managers in their respective field offices.
- n. **Professional Development (PD) Credit Units** are the credit units earned by teachers and school leaders after successfully completing a NEAP-recognized professional development program or course (DO No. 20, s. 2020).
- o. **Professional Standards** are the professional practice articulated in the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS).
- p. **Programs** are integrated group of activities that contribute to an agency's continuing objective such as General Administration and Support, Support to Operations, and Operations (DBM National Budget Circular No. 559, dated 26 June 2015). Programs are strategic interventions anchored on DepEd mandate, goals and national policies such that implementation of programs constitutes or supports the Department's core business.
- q. **Projects** are agency undertakings within a definite time frame and which are designed to produce pre-determined goods or services (DBM National Budget Circular No. 559, dated 26 June 2015). Projects are interventions relatively narrower in scope compared to programs. Projects yield more immediate results for specific target groups. Projects may be components of or anchored on programs or are independent of any program. Projects may be designed or implemented in support of a program, address learners' and other needs not covered by a program or to experiment, try out or pilot an innovation or solution. Projects have specific time frames (short- or medium-term), follow defined schedules or work plans and are implemented through activities.
- r. **Recognition** is a quality assurance process intended to uphold the learning and development standards in the development and delivery of professional development programs and courses provided to DepEd teachers and school leaders through an evaluation mechanism (DO No. 001, s. 2020).
- s. **School Leaders** are Head Teachers, Department Heads, Principals and Assistant Principals, Schools District Supervisors, Education Program Supervisors, Chief Education Supervisors at the Schools Division and Regional Offices, Schools Division Superintendents, Assistant Schools

Division Superintendents, Regional Directors and Assistant Regional Directors. These officials perform managerial and supervisory roles in their respective levels of governance (DO No. 001, s. 2020).

- t. **Teachers** are regular or permanent personnel in schools and learning centers who are “engaged in the classroom teaching of any subject, including practical / vocational arts, at the elementary and secondary levels of instruction” (Republic Act No. 7784).

IV. Statement of Policy

- 8. The Department of Education supports the professional development of its personnel especially those at the schools and learning centers. Hence, professional development activities shall be adequately supported through the allocation of funds for personal growth and professional development of public school teachers and school leaders.
- 9. This Guidelines aims to:
 - a. Promote accountability for the judicious use of the HRD Funds for the attainment of DepEd goals;
 - b. Ensure transparency and efficiency in the allocation, planning and availment, and utilization of the HRD Fund across DepEd units and field offices; and,
 - c. Provide a mechanism for monitoring and evaluation of fund utilization at various levels.
- 10. This Guidelines is expected to bring out the following outcomes:
 - a. Improved competency of public school teachers and school leaders;
 - b. Improved utilization of the HRD Fund; and,
 - c. Increase in percentage of schools conducting Learning Action Cell (LAC) sessions.

V. Composition of the HRD Funds

- 11. The HRD Funds is composed of the Central Office-Managed Funds, the Program Support Funds (PSF) and the In-Service Training (INSET) Funds:
 - a. Central Office-Managed Funds

- i. NEAP shall undertake the preparation of the allocation of the CO-Managed HRD Funds to be approved by the HRD Fund Portfolio Manager.
 - ii. For FY 2021, the CO-Managed Fund allocation is provided in **Annex 1**.
 - iii. For the succeeding fiscal years, a memorandum shall be issued by NEAP not later than the first week of March indicating the CO-Managed Fund allocation for the current year.
- b. Program Support Funds (PSF)
 - i. Program Support Funds (PSF) to the Regional (ROs) and Schools Division Offices (SDOs) shall be downloaded by NEAP to support the development and implementation of professional development programs and courses for public school teachers and school leaders.
 - ii. For FY 2021, the PSF allocation for ROs is provided in **Annex 2**, while the PSF allocation for SDOs is provided in **Annex 3**.
 - iii. For the succeeding fiscal years, a memorandum shall be issued by NEAP not later than the first week of March, indicating the PSF allocation of each RO and SDO for the current fiscal year.
- c. In-Service Training (INSET) Funds
 - i. The In-Service Training (INSET) Fund is intended to support the development and conduct of professional development programs for public school teachers and school leaders at the SDO level.
 - ii. INSET Funds are directly released by DBM to the SDOs annually. Presently, it is computed as five percent (5%) of the total School Maintenance and Other Operating Expenses (MOOE) of public elementary schools.

VI. Eligible Activities and Allowable Expenses

12. The HRD Fund shall be used for INSET, PSF and CO-Managed activities related to the following:

- a. Professional development of teachers and school leaders, whether developed and implemented by DepEd (CO, RO, or SDO) or by Authorized Learning Service Providers (LSPs);
- b. Trainers' training in cases of CO-, RO- and SDO-managed programs geared towards providing professional development to teachers and school leaders;
- c. Provision of technical assistance to SDOs and schools on the conduct of LAC sessions;
- d. Development, enhancement and implementation of learning and development systems and programs related to the professional development of teachers and school leaders;
- e. Training program design development and training delivery modality development;
- f. Development, production and reproduction of LAC training materials, session guides, and video-lectures that have undergone quality assurance;
- g. Management of the HRD Funds at the Central Office including program planning and monitoring and evaluation; and,
- h. Hiring of Highly Technical Consultants and Contract of Service (COS) personnel of NEAP-CO to support the development and implementation of professional development programs and courses for teachers and school leaders.

13. The allowable expenses are the following:

- a. Board and lodging of participants, resource persons, and the management team, the use of function room/s, provision of audio-visual system or facility and other equipment and requirements prescribed by pertinent accounting and auditing rules and regulations;
- b. Payment of reasonably-assessed registration or enrolment fees to LSPs on behalf of public school teacher and school leader beneficiaries for their participation in NEAP-Recognized Professional Development Programs and Courses;
- c. Payment of procured services of LSPs;
- d. Transportation cost and per diem of the participants, resource persons and management team;

- e. Communications expense for professional development activities utilizing the online mode of delivery either through reimbursement of Fifty Pesos and 00/100 (PhP 50.00) per online training day or through availment of the centrally-procured communications package;
 - f. Supplies and materials at standard cost, which may include the printing of training modules and activity sheets and purchase of paper materials, writing tools and implements, and other training supplies as may be required;
 - g. Professional fees or honoraria of non-DepEd resource persons subject to DBM Budget Circular No. 2007-1 and DBM National Budget Circular No. 2007-510;
 - h. Contingency expenses relative to conduct of the aforementioned activities that are not indicated in the budget estimate but are necessary in the conduct of the activity (Reimbursement of all contingency expenses must be supported by a strong justification of its necessity to the conduct of the activity approved by the Head of Office and official receipts); and,
 - i. Other expenses in support of the aforementioned activities are deemed eligible expenses provided these are classified under MOOE.
14. All expenses shall be subject to pertinent accounting and auditing rules and regulations.

VII. Implementing Officials and Offices

15. The following DepEd Officials and Offices shall have the primary responsibility in implementing the provisions of these Guidelines:
- a. In the Central Office (CO), for the management of the entirety of the HRD Fund and the portion of the CO-Managed Fund:
 - i. HRD Fund Portfolio Manager - The Undersecretary in charge of NEAP
 - ii. HRD Fund Implementing Unit - The National Educators Academy of the Philippines (NEAP)
 - iii. Program Owners - All other bureaus and service units in the DepEd Central Office
 - b. In the DepEd Regional Offices (ROs), for the management of the PSF:
 - i. Portfolio Managers - Regional Directors

- ii. HRD Fund Implementing Units - NEAP in the Regions (NEAP-Rs)
 - iii. Program Owners - All functional divisions and units in the DepEd Regional Offices
- c. In the Schools Division Offices (SDOs), for the management of the INSET Funds and PSF:
- i. Portfolio Managers - Schools Division Superintendents
 - ii. HRD Fund Implementing Units - Human Resource Development Service (HRDS)
 - iii. Program Owners - All functional divisions and units in the DepEd Schools Division Offices

VIII. Procedure

16. To ensure the attainment of the objectives of this Guidelines, the following procedures shall be adopted:
- a. Preparation of the Strategic HRD Plan
 - i. NEAP shall be in charge of preparing the Strategic HRD Plan (**Annex 4**) in coordination with the HRD Fund Implementing Units in the ROs and SDOs.
 - ii. The Strategic HRD Plan contains the programs, activities and projects that are intended to be conducted for the following fiscal year, taking into account the provisions stated in Item VI of this issuance on eligible activities and allowable expenses. It should likewise take into consideration the national and regional strategic direction and PD priorities as well as the strategic direction of the division and its particular context.
 - iii. NEAP-R shall be in charge of preparing the Regional Strategic HRD Plan (**Annex 5**), while the HRDS shall be in charge of preparing the Division Strategic HRD Plan (**Annex 6**).
 - iv. The Strategic HRD Plan shall be submitted every third quarter shall be the basis for the allocation of funds for the following fiscal year.
 - v. To the extent possible, the NEAP-CO shall provide guidance and technical assistance to the ROs and SDOs in ensuring that

the Strategic HRD Plans are synchronized with the Central Office Plans.

- b. Allocation of the HRD Funds
 - i. NEAP, as the implementing office of the HRD Funds, prepares the fund allocation of the HRD Funds for the current year based on the approved GAA.
 - ii. The HRD Fund Portfolio Manager approves the allocation list prepared by NEAP.
 - iii. NEAP disseminates the allocation list to the ROs and SDOs through the HRD Fund Implementing Offices in the ROs and SDOs.
- c. Planning and Availment of the Funds
 - i. Central Office (CO) – There are three (3) types of professional development programs at the CO level: (1) NEAP in-house PD programs and courses; (2) Subsidized NEAP-recognized professional development programs and courses; and, (3) PD programs and courses developed and implemented by the CO bureaus and service units.

The following steps shall be undertaken:

- 1. NEAP in-house PD programs and courses
 - a. The program manager prepares the Program Implementation Plan (PIP) (**Annex 7**) for inclusion in the Work and Financial Plan (WFP).
 - b. Upon approval of the WFP, the program manager submits the application for the Recognition of the program to the Quality Assurance Division of NEAP (NEAP-QAD).
 - c. Upon approval of the application for Recognition, the program owner then prepares and submits the Activity Request (AR) / Authority to Conduct (ATC) for the program to the Office of the Director of NEAP (NEAP-OD) including

a copy of the issued Recognition Certificate.

- d. NEAP-OD issues the Certificate of Availability of Budget and submits the AR/ATC to the Planning Service for proper routing and approval of the AR/ATC.

2. Subsidized NEAP-recognized PD programs and courses

A separate guidelines on the subsidy of NEAP-recognized PD programs and courses shall be issued.

3. PD programs and courses developed and implemented by the CO bureaus and service units

- a. The program owner (CO bureau or service unit) submits the PIP to NEAP.
- b. NEAP conducts an initial evaluation of the submitted PIP and checks the details of the proposal such as the design of the program, mode of delivery, the targeted participants, the allocation given for each expenditure item, the computation of the budget, etc. If NEAP deems the proposal to be in order, the budget amounting to the proposal shall be earmarked.
- c. The program owner submits the application for the Recognition of the program.
- d. Upon approval of the application for Recognition, the program owner then prepares and submits the Activity Request (AR) / Authority to Conduct (ATC) for the program to NEAP including a copy of the issued Recognition Certificate.
- e. NEAP issues the Certificate of Availability of Budget and submits the AR/ATC to the Planning Service for

proper routing and approval of the AR/ATC.

- ii. Regional Offices (ROs) - There are two (2) types of professional development programs at the RO level: (1) PD programs and courses developed and implemented by the RO functional units; and, (2) PD programs and courses developed and implemented by the RO functional units in partnership with LSPs.

The following steps shall be undertaken:

1. PD programs and courses developed and implemented by the RO functional units
 - a. The program owner submits the application for the Recognition of the program following the procedure stated in DepEd Order No. 001, s. 2020.
 - b. Upon approval of the application for Recognition, the program owner then prepares and submits the Activity Request (AR) / Authority to Conduct (ATC) for the program.
2. PD programs and courses developed and implemented by the RO functional units in partnership with LSPs

Engagement of any third party technical partner in designing, development, and implementation of any program shall be in accordance with applicable laws, rules and regulations for purposes of utilizing the HRD Funds.

- a. The program owner submits the application for the Authorization of the LSP to NEAP-CO.
- b. Upon approval of the application for Authorization, the program owner submits the application for the Recognition of the program following the procedure stated in DepEd Order No. 001, s. 2020.

- c. Upon approval of the application for Recognition, the program owner then prepares and submits the Activity Request (AR) / Authority to Conduct (ATC) for the program.
- iii. Schools Division Offices (SDOs) - There are two (2) types of professional development programs at the SDO level: (1) PD programs and courses developed and implemented by the SDO functional units; and, (2) PD programs and courses developed and implemented by the SDO functional units in partnership with LSPs.

The following steps shall be undertaken:

1. PD programs and courses developed and implemented by the SDO functional units
 - a. The program owner submits the application for the Recognition of the program following the procedure stated in DepEd Order No. 001, s. 2020.
 - b. Upon approval of the application for Recognition, the program owner then prepares and submits the Activity Request (AR) / Authority to Conduct (ATC) for the program.
2. PD programs and courses developed and implemented by the SDO functional units in partnership with LSPs

Engagement of any third party technical partners in designing, development, and implementation of any program shall be in accordance with applicable laws, rules and regulations for purposes of utilizing the HRD Funds.

- a. The program owner submits the application for the Authorization of the LSP to NEAP-CO.

- b. Upon approval of the application for Authorization, the program owner submits the application for the Recognition of the program following the procedure stated in DepEd Order No. 001, s. 2020.
 - c. Upon approval of the application for Recognition, the program owner then prepares and submits the Activity Request (AR) / Authority to Conduct (ATC) for the program.
- d. Reporting
- i. All program owners are required to prepare and upload their PAPs Physical Accomplishment Report through PMIS as required in the provisions of DepEd Order 011, s. 2021 (*Guidelines on the Operationalization of PMIS*);
 - ii. Ensure timely submission of plans and monitoring reports; and,
 - iii. Adhere to the terms of their approved AR/ATC, the provisions of these Guidelines and other budget and finance policies in the implementation of their program and in the utilization of their allocation.

IX. Duties and Responsibilities

20. The different officials and offices at the Central, Regional and Schools Division Offices shall have the following general duties and responsibilities:
- a. Central Office (CO)
 - i. The Undersecretary in charge of NEAP as the HRD Fund Portfolio Manager
 - 1. Provides guidance and leadership in planning, allocation, utilization and monitoring and evaluation of the funds as well as in the implementation of the guidelines;
 - 2. Ensures the timely and proper preparation of budget, planning and finance documents such as

the Strategic HRD Plan and the HRD Fund WFP;
and,

3. Provides general direction in the management of the HRD Funds.
- ii. National Educators Academy of the Philippines (NEAP) as the HRD Fund Implementing Unit at the CO level
1. Under the guidance of HRD Fund Portfolio Manager, leads and coordinates the planning, allocation, monitoring and evaluating the utilization of the HRD Funds as well as the implementation of these Guidelines;
 2. Reports to the HRD Fund Portfolio Manager on the status of the utilization of the funds and the implementation of the policy;
 3. Gathers and consolidates all reports pertaining to the planning, allocation and monitoring and evaluation of the utilization of the HRD Fund and the implementation of these Guidelines;
 4. Undertakes the Authorization of LSPs and the Recognition of professional development programs and courses;
 5. Determines which NEAP-recognized programs and courses shall be subsidized;
 6. Evaluates the reasonability of the proposed registration or enrollment fees of all programs and courses submitted for Recognition;
 7. Maintains the database of NEAP-PDP and the registry of the professional development records of teachers and school leaders; and,
 8. Conducts quarterly PIR.
- iii. All bureaus and service units in the DepEd Central Office as program owners
1. Submit PIP for evaluation of NEAP;

2. Draft and submit all budget and finance documents relative to the preparation and approval of the Work and Financial Plan (WFP) as well as the creation of entries in the Program Management Information System (PMIS);
3. Submit all documents relative to the application for Recognition of the PD program;
4. Prepare the AR / ATC;
5. Submit accomplishment reports and update the PMIS; and,
6. Attend the PIR.

b. In the DepEd Regional Offices (ROs), for the management of the PSF:

i. Portfolio Managers - Regional Directors

1. Ensure the equitable allocation and judicious utilization of HRD Funds downloaded to the RO for regional programs and interventions;
2. Provide guidance and leadership in planning, allocation, utilization and monitoring of the funds consistent with these Guidelines;
3. Spearhead the development of the Regional Strategic HRD Plan; and,
4. Conduct analysis of program plans of the ROs and SDOs and provides feedback.

ii. HRD Fund Implementing Units - NEAP in the Regions (NEAP-Rs)

1. Ensure submission of required documents such as the Regional Strategic HRD Plan and monitoring and evaluation reports to NEAP;
2. Consolidate the Division Strategic HRD Plan submitted by the SDOs;

3. Coordinate with NEAP and SDOs on matters relating to professional development programs and interventions funded under the HRD Fund;
4. Download PSF allocated by NEAP to the SDOs; and,
5. Conduct quarterly PIR.

iii. Program Owners - All functional divisions and units in the DepEd Regional Offices

1. Draft and submit all budget and finance documents relative to the preparation and approval of the Work and Financial Plan (WFP) as well as the creation of entries in the Program Management Information System (PMIS);
2. Submit all documents relative to the application for Authorization of the LSP;
3. Submit all documents relative to the application for Recognition of the PD program;
4. Prepare the AR / ATC;
5. Submit accomplishment reports and update the PMIS; and,
6. Attend the PIR.

c. In the Schools Division Offices (SDOs), for the management of the INSET Funds and PSF:

i. Portfolio Managers - Schools Division Superintendents

1. Ensure the equitable allocation and judicious utilization of HRD Funds downloaded to the SDO for regional programs and interventions;
2. Provide guidance and leadership in planning, allocation, utilization and monitoring of the funds consistent with these Guidelines;
3. Spearhead the development of the Division Strategic HRD Plan; and,

4. Conduct analysis of program plans of the SDOs and provides feedback.
- ii. HRD Fund Implementing Units - Human Resource Development Service (HRDS)
 1. Ensure submission of required documents such as the Division Strategic HRD Plan and monitoring and evaluation reports to NEAP;
 2. Coordinate with NEAP and ROs on matters relating to professional development programs and interventions funded under the HRD Fund; and,
 3. Conduct quarterly PIR.
 - iii. Program Owners - All functional divisions and units in the DepEd Schools Division Offices
 1. Draft and submit all budget and finance documents relative to the preparation and approval of the Work and Financial Plan (WFP) as well as the creation of entries in the Program Management Information System (PMIS);
 2. Submit all documents relative to the application for Authorization of the LSP;
 3. Submit all documents relative to the application for Recognition of the PD program;
 4. Prepare the AR / ATC;
 5. Submit accomplishment reports and update the PMIS; and,
 6. Attend the PIR.

X. Monitoring and Evaluation

17. To ensure effective and efficient implementation of the professional development programs and the judicious use of the HRD Funds, a Program Implementation Review (PIR) shall be conducted by NEAP quarterly. This shall serve as the avenue for the ROs and SDOs to report their progress on the implementation of their programs and the status of the utilization of their funds.

18. NEAP shall conduct activities to monitor the HRD Fund utilization. These activities include but are not limited to:
 - a. HRD Fund-Wide Quarterly Program Implementation Review (PIR) in accordance with DepEd- Wide Quarterly PIR;
 - b. Monitoring of Office Level PIR;
 - c. Monitoring and updating of Program Management Information System (PMIS); and,
 - d. Mid-Year and Year-End Conference with the Regional Offices.
19. All HRD Fund Implementing Units are required to conduct their own regular monitoring of the implementation of the programs which shall be reported during the quarterly PIR with NEAP-CO. The results of PIR shall be the basis of the adjustments in plans and budgets for the implementation of year and for longer-term planning and budgeting.

XI. References

21. The following issuances were used as reference by these Guidelines:
 - a. DBM Budget Circular No. 2007-1, *“Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators”*
 - b. DBM National Budget Circular No. 2007-510, *“Reiterating the Existing Laws, Rules and Regulations and Other Issuance Relative to the Judicious and Prudent Use of Government Funds in Line with the Issuance of Administrative Order (AO) No. 6, s. 2017”*
 - c. DepEd Memo No. 82, s. 2020, *“Guidelines on the Registration of Teachers and School Leaders for NEAP-Recognized Professional Development Programs and Courses”*
 - d. DepEd Memorandum 50, s. 2020, *“DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023”*
 - e. DepEd Order No. 25, s. 2020, *“National Adoption and Implementation of the Philippine Professional Standards for School Heads”*

- f. DepEd Order No. 24 s. 2020, *“National Adoption and Implementation of the Philippine Professional Standards for Supervisors”*
- g. DepEd Order No. 20, s. 2020, *“Adoption and Implementation of NEAP Professional Development Credit Unit Banking Mechanism for Participation of Teachers and School Leaders in NEAP-Recognized Professional Development Programs and Courses”*
- h. DepEd Order No. 1, s. 2020, *“Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders”*
- i. DepEd Order No. 21, s. 2018, *“Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Funds for Personnel in Schools and Learning Centers”*
- j. DepEd Order No. 17, s. 2017, *“National Adoption and Implementation of the Philippine Professional Standards for Teachers”*
- k. DepEd Order No. 28, s. 2017, *“Guidelines on the Allocation and Utilization of the Human Resource Training and Development Funds”*
- l. DepEd Order No. 35, s. 2016, *“The Learning Action Cell as K to 12 Basic Education Program School Based Continuing Professional Development Strategy for the Improving of Teaching and Learning”*
- m. Republic Act No. 10912, *“Continuing Professional Development Act of 2016”*
- n. Republic Act No. 9155, *“Governance of Basic Education Act of 2001”*
- o. Civil Service Commission Memorandum Circular No. 15, s. 1999, *“Additional Provisions and Amendments to CSC Memorandum Circular No. 40, s. 1998”*
- p. Civil Service Commission Memorandum Circular No. 40, s. 1998, *“Revised Omnibus Rules on Appointments and Other Personnel Actions”*
- q. Republic Act No. 7784, *“An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and for Other Purposes”*

XII. Effectivity

- 22. All existing DepEd Orders and Memoranda inconsistent with these Guidelines are rescinded.
- 23. This DepEd Order shall take effect immediately upon its issuance. Certified true copies of this DO shall be filed with the Office of the National Administrative

Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

24. These Guidelines shall be in force and effect starting FY 2021.

XIII. Annexes

Annex 1 - FY 2021 HRD Fund Allocation

Annex 2 - FY 2021 PSF Allocation for Regional Offices

Annex 3 - FY 2021 PSF Allocation for Schools Division Offices

Annex 4 - Strategic HRD Plan

Annex 5 - Regional Strategic HRD Plan

Annex 6 - Division Strategic HRD Plan

Annex 7 - Program Implementation Plan (PIP)



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DEPED-OSEC-446189

FY 2021 HRD FUND Allocation List

Program	Allocation (Blended)	Remarks
A. PROGRAM TRANSFORMATION		
Support to various NEAP PD programs (Design and Development, Implementation) - TIP, School and Instructional Leadership Programs for SHs and Superseisors, Coaching-Mentoring/LAC Facilitators' Training, etc.	109,002,200.00	NEAP-Led Programs
Support to NEAP Program Transformation support processes (PD Planning, Recognition, Authorization, M and E, Policy, Research, Communications, Partnerships, PDIS, Others)	34,666,480.00	NEAP-Led Programs
Support to PD programs of Field Units (Region and Division)	276,750,000.00	To Be Downloaded; subject to guidelines
Support to Participation in NEAP-Recognized Programs/Courses (Registration fees and communications)	510,576,460.00	NEAP-Led Programs
Support to CO B/S/O Initiated Programs/Courses Recognized by NEAP	200,000,000.00	Other DepEd CO B/S/O
B. ORGANIZATIONAL TRANSFORMATION		
Personnel and Office Process Enhancement	18,304,600.00	NEAP-Led Programs
NEAP Operations	8,760,260.00	NEAP Overhead
TOTAL MOOE	1,158,060,000.00	



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DEPED-OSEC-446185

FY 2021 Program Support Fund
ALLOCATION LIST

Regional Offices

Region	Classification <i>(as of 27 January 2020)</i>	Allocation
1	Medium	4,000,000.00
2	Small	3,000,000.00
3	Large	5,000,000.00
4A	Large	5,000,000.00
4B	Small	3,000,000.00
5	Medium	4,000,000.00
6	Large	5,000,000.00
7	Large	5,000,000.00
8	Medium	4,000,000.00
9	Small	3,000,000.00
10	Medium	4,000,000.00
11	Medium	4,000,000.00
12	Small	3,000,000.00
13	Medium	4,000,000.00
CAR	Small	3,000,000.00
NCR	Large	5,000,000.00
	TOTAL	64,000,000.00



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DEPED-OSEC-446186

FY 2021 Program Support Fund
ALLOCATION LIST

Schools Division Offices

Region	Classification <i>(as of 27 January 2020)</i>	Allocation
1		
Alaminos City	S	750,000.00
Batac City	S	750,000.00
Candon City	S	750,000.00
Dagupan City	M	1,000,000.00
Ilocos Norte	M	1,000,000.00
Ilocos Sur	M	1,000,000.00
La Union	M	1,000,000.00
Laoag City	S	750,000.00
Pangasinan I, Lingayen	L	1,250,000.00
Pangasinan II, Binalonan	L	1,250,000.00
San Carlos City	M	1,000,000.00
San Fernando City	S	750,000.00
Urdaneta City	M	1,000,000.00
Vigan City	S	750,000.00
	Subtotal	13,000,000.00
2		
Batanes	S	750,000.00
Cagayan	L	1,250,000.00
Cauayan City	S	750,000.00
City of Ilagan	M	1,000,000.00
Isabela	L	1,250,000.00
Nueva Vizcaya	M	1,000,000.00
Quirino	M	1,000,000.00
Santiago City	S	750,000.00
Tuguegarao City	M	1,000,000.00
	Subtotal	8,750,000.00
3		
Angeles City	M	1,000,000.00
Aurora	M	1,000,000.00
Balanga City	S	750,000.00
Bataan	M	1,000,000.00
Bulacan	L	1,250,000.00
Cabanatuan City	M	1,000,000.00
Gapan City	S	750,000.00
Mabalacat City	M	1,000,000.00
Malolos City	M	1,000,000.00
Meycauayan City	S	750,000.00
Munoz Science City	S	750,000.00

Nueva Ecija	L	1,250,000.00
Olongapo City	M	1,000,000.00
Pampanga	L	1,250,000.00
San Fernando City	M	1,000,000.00
San Jose City	S	750,000.00
San Jose del Monte City	M	1,000,000.00
Tarlac	L	1,250,000.00
Tarlac City	M	1,000,000.00
Zambales	M	1,000,000.00
	Subtotal	19,750,000.00
4A		
Antipolo City	M	1,000,000.00
Bacoor City	M	1,000,000.00
Batangas	L	1,250,000.00
Batangas City	M	1,000,000.00
Binan City	M	1,000,000.00
Cabuyao City	M	1,000,000.00
Calamba City	M	1,000,000.00
Cavite	L	1,250,000.00
Cavite City	S	750,000.00
Dasmaringas City	M	1,000,000.00
General Trias	M	1,000,000.00
Imus City	M	1,000,000.00
Laguna	L	1,250,000.00
Lipa City	M	1,000,000.00
Lucena City	M	1,000,000.00
Quezon	VL	1,500,000.00
Rizal	L	1,250,000.00
San Pablo City	M	1,000,000.00
Sta. Rosa City	M	1,000,000.00
Tanauan City	M	1,000,000.00
Tayabas City	S	750,000.00
	Subtotal	22,000,000.00
4B		
Calapan City	M	1,000,000.00
Marinduque	M	1,000,000.00
Occidental Mindoro	M	1,000,000.00
Oriental Mindoro	M	1,000,000.00
Palawan	L	1,250,000.00
Puerto Princesa City	M	1,000,000.00
Romblon	M	1,000,000.00
	Subtotal	7,250,000.00
5		
Albay	L	1,250,000.00
Camarines Norte	M	1,000,000.00
Camarines Sur	VL	1,500,000.00
Catanduanes	M	1,000,000.00

Iriga City	S	750,000.00
Legaspi City	M	1,000,000.00
Ligao City	M	1,000,000.00
Masbate	L	1,250,000.00
Masbate City	M	1,000,000.00
Naga City	M	1,000,000.00
Sorsogon	M	1,000,000.00
Sorsogon City	M	1,000,000.00
Tabaco City	M	1,000,000.00
	Subtotal	13,750,000.00
6		
Aklan	M	1,000,000.00
Antique	M	1,000,000.00
Bacolod City	M	1,000,000.00
Bago City	M	1,000,000.00
Cadiz City	M	1,000,000.00
Capiz	M	1,000,000.00
Escalante City	S	750,000.00
Guimaras	M	1,000,000.00
Himamaylan City	M	1,000,000.00
Iloilo	VL	1,500,000.00
Iloilo City	M	1,000,000.00
Kabankalan City	M	1,000,000.00
La Carlota City	S	750,000.00
Negros Occidental	L	1,250,000.00
Passi City	S	750,000.00
Roxas City	M	1,000,000.00
Sagay City	M	1,000,000.00
San Carlos City	M	1,000,000.00
Silay City	M	1,000,000.00
Sipalay City	M	1,000,000.00
	Subtotal	20,000,000.00
7		
Bais City	S	750,000.00
Bayawan City	M	1,000,000.00
Bogo City	S	750,000.00
Bohol	L	1,250,000.00
Carcar City	M	1,000,000.00
Cebu	VL	1,500,000.00
Cebu City	M	1,000,000.00
City of Naga, Cebu	S	750,000.00
Danao City	M	1,000,000.00
Dumaguete City	S	750,000.00
Guihulngan City	S	750,000.00
Lapu-Lapu City	M	1,000,000.00
Mandaue City	M	1,000,000.00
Negros Oriental	L	1,250,000.00
Siquijor	M	1,000,000.00

Tagbilaran City	S	750,000.00
Talisay City	M	1,000,000.00
Tanjay City	S	750,000.00
Toledo City	M	1,000,000.00
	Subtotal	18,250,000.00
8		
Baybay City	M	1,000,000.00
Biliran	M	1,000,000.00
Borongan City	S	750,000.00
Calbayog City	M	1,000,000.00
Catbalogan City	M	1,000,000.00
Eastern Samar	M	1,000,000.00
Leyte	L	1,250,000.00
Maasin City	S	750,000.00
Northern Samar	M	1,000,000.00
Ormoc City	M	1,000,000.00
Samar (Western Samar)	M	1,000,000.00
Southern Leyte	M	1,000,000.00
Tacloban City	M	1,000,000.00
	Subtotal	12,750,000.00
9		
Dapitan City	S	750,000.00
Dipolog City	M	1,000,000.00
Isabela City	M	1,000,000.00
Pagadian City	M	1,000,000.00
Zamboanga City	M	1,000,000.00
Zamboanga del Norte	L	1,250,000.00
Zamboanga del Sur	L	1,250,000.00
Zamboanga Sibugay	M	1,000,000.00
		8,250,000.00
10		
Bukidnon	L	1,250,000.00
Cagayan de Oro City	M	1,000,000.00
Camiguin	S	750,000.00
El Salvador	S	750,000.00
Gingoog City	M	1,000,000.00
Iligan City	M	1,000,000.00
Lanao del Norte	M	1,000,000.00
Malaybalay City	M	1,000,000.00
Misamis Occidental	M	1,000,000.00
Misamis Oriental	M	1,000,000.00
Oroquieta City	S	750,000.00
Ozamis City	M	1,000,000.00
Tangub City	S	750,000.00
Valencia City	M	1,000,000.00
	Subtotal	13,250,000.00

11		
Compostela Valley	M	1,000,000.00
Davao City	L	1,250,000.00
Davao del Norte	M	1,000,000.00
Davao del Sur	M	1,000,000.00
Davao Occidental	M	1,000,000.00
Davao Oriental	M	1,000,000.00
Digos City	M	1,000,000.00
Island Garden City of Samal	S	750,000.00
Mati City	M	1,000,000.00
Panabo City	M	1,000,000.00
Tagum City	M	1,000,000.00
	Subtotal	11,000,000.00
12		
General Santos City	M	1,000,000.00
Kidapawan City	M	1,000,000.00
Koronadal City	M	1,000,000.00
North Cotabato	L	1,250,000.00
Sarangani	M	1,000,000.00
South Cotabato	M	1,000,000.00
Sultan Kudarat	M	1,000,000.00
Tacurong City	S	750,000.00
	Subtotal	8,000,000.00
13		
Agusan del Norte	M	1,000,000.00
Agusan del Sur	M	1,000,000.00
Bayugan City	S	750,000.00
Bislig City	M	1,000,000.00
Butuan City	M	1,000,000.00
Cabadbaran City	S	750,000.00
Dinagat Island	M	1,000,000.00
Siargao	M	1,000,000.00
Surigao City	M	1,000,000.00
Surigao del Norte	M	1,000,000.00
Surigao del Sur	M	1,000,000.00
Tandag City	S	750,000.00
	Subtotal	11,250,000.00
CAR		
Abra	M	1,000,000.00
Apayao	M	1,000,000.00
Baguio City	M	1,000,000.00
Benguet	M	1,000,000.00
Ifugao	M	1,000,000.00
Kalinga	M	1,000,000.00
Mt. Province	M	1,000,000.00
Tabuk City	M	1,000,000.00

	Subtotal	8,000,000.00
NCR		
Caloocan City	L	1,250,000.00
City of San Juan	S	750,000.00
Las Piñas City	M	1,000,000.00
Makati City	M	1,000,000.00
Malabon City	M	1,000,000.00
Mandaluyong City	M	1,000,000.00
Manila	L	1,250,000.00
Marikina City	M	1,000,000.00
Muntinlupa City	M	1,000,000.00
Navotas	M	1,000,000.00
Paranaque City	M	1,000,000.00
Pasay City	M	1,000,000.00
Pasig City	M	1,000,000.00
Quezon City	L	1,250,000.00
Taguig	M	1,000,000.00
Valenzuela City	M	1,000,000.00
	Subtotal	16,500,000.00
	TOTAL	211,750,000.00



Republic of the Philippines
Department of Education



DEPED-OSEC-4461189

REGIONAL OFFICE STRATEGIC HRD PLAN

OBJECTIVE	KEY RESULT AREA	PERFORMANCE INDICATOR	TARGETS		
			BASELINE 2020	2021	2022 2023

Prepared By:

Recommending Approval:

Approved By:

Name / Signature / Date

Name / Signature / Date

Name / Signature / Date



Republic of the Philippines
Department of Education



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DEPED-OSEC-446186

SCHOOLS DIVISION OFFICE STRATEGIC HRD PLAN

OBJECTIVE	KEY RESULT AREA	PERFORMANCE INDICATOR	BASELINE	TARGETS			
				2020	2021	2022	2023

Prepared By: _____

Name / Signature / Date

Recommending Approval: _____

Name / Signature / Date

Approved By: _____

Name / Signature / Date



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DEPED-OSEC-448189

REGION :
DIVISION :

PROGRAM IMPLEMENTATION PLAN

A. PROGRAM PROFILE	
PROGRAM / ACTIVITY TITLE	
RATIONALE	
PROGRAM OUTCOME	
MAJOR FINAL OUTPUT	



Republic of the Philippines
Department of Education

REGION :
DIVISION :

D. PROGRAM MANAGEMENT		
ROLE	TASK	NAME OF PERSONNEL

Prepared By:

Recommending Approval:

Approved By:

Name / Signature / Date

Name / Signature / Date

Name / Signature / Date



Republic of the Philippines Department of Education

National Educators Academy of the Philippines

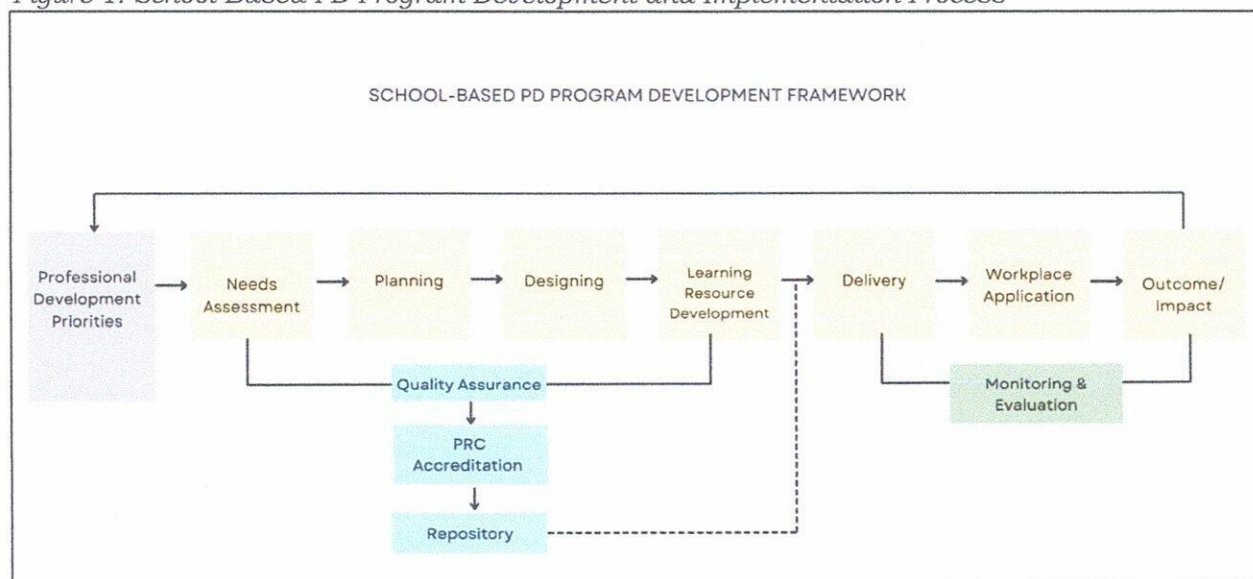
GUIDELINES ON THE SCHOOL-LEVEL DEVELOPMENT AND IMPLEMENTATION OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT (PD) PROGRAMS

The National Educators Academy of the Philippines (NEAP), pursuant to Republic Act No. 11713 or the *Excellence in Teacher Education Act* and DepEd Order No. 011, s. 2019 titled *Implementation of the NEAP Transformation*, affirms its commitment to the professional development of in-service teachers, school leaders, and all teaching-related personnel in public schools and learning centers.

With the goal of expanding access to professional development opportunities in schools and learning centers, the Academy, anchored on its existing training standards and quality assurance and monitoring and evaluation mechanisms, strengthens the design, development, and delivery of competency-based, evidence-informed, and results-driven school-based professional development programs.

I. DEVELOPING SCHOOL-BASED PD PROGRAM

Figure 1: School-Based PD Program Development and Implementation Process



A. Needs Assessment

1. The School Head together with the Assistant Principal, Master Teacher, Head Teacher shall identify the needs of the teachers (target group) based on data drawn from, but not limited to, the following:

- a. Self-assessment Tool
- b. Classroom Observation Tool
- c. Individual development Plan
- d. Results of Classroom based assessment (learner's performance)
- e. Instructional supervisory plan
- f. School's Technical Assistance Plan, performance, and agreement
- g. Performance Monitoring and Coaching Form

2. Data Analysis and Needs Prioritization

- Consider how significant the performance and competency gaps are in the identified needs, how urgent the needs must be addressed, and the growth potential/outcomes that may result if the needs are addressed.

3. Mapping and Alignment of Priority Professional Development Needs with Philippine Professional Standards for Teachers (PPST)

- Map the identified priority PD needs to PPST Domains, Strands, and Indicators.

B. Planning

1. Determine the topic/s to be covered.
2. Clarify the workplace development objectives.
3. Determine appropriate PD program to address the set objectives. Table 1 presents the NEAP Core Programs which shall be developed and delivered according to governance levels.
4. Schedule activities: program designing, LRM development, delivery, monitoring and evaluation.
5. Identify the Program Management Team and their Terms of Reference.
6. Identify the facilities, equipment, materials, and other logistics needed to implement the PD program.
7. Estimate budget requirements and identify the fund source.

C. Design and Development

1. Set session objectives.
2. Select and organize content.
3. Determine a variety of activities (methodology).
4. Identify all learning resource materials to support the delivery of session/s.
5. Determine assessment strategies and tools.
6. Determine session outputs.
7. Estimate time requirement.
8. Ensure that the PD program design promotes Gender Equality, Disability, and Social Inclusion.
9. Assign resource person/s.
10. Develop learning resource materials (e.g., slide decks, handouts, worksheets) compliant with the set quality standards (see Enclosure 2).

D. Quality Assurance and PRC Accreditation

1. Quality Assurance of School-Based PD Programs

All proposed school-based PD programs shall be quality assured consistent with the following steps and requirements:

- a. School-based PD program proposal shall include the following:

INSET	LAC
1. 3-day PD program design	1. 5-month LAC plan
2. M&E plan	2. M&E plan
3. Pre and post assessment tools	3. Assessment tools
4. Learning action plan	4. Learning action plan
5. Budget matrix	5. Budget matrix
6. Curriculum vitae of resource person/s	6. Curriculum vitae of resource person/s
7. End-of-day evaluation tool	7. End-of-day evaluation tool

- b. All duly prepared school-based PD program proposals shall be submitted to SDO-SGOD-HRDS for quality assurance and PRC accreditation 45 working days before the implementation.
- PD program proposals shall be quality assured by the SDO within the first **15 working days** then shall be processed for PRC accreditation within the remaining **30 working days**.
- c. Only school-based PD program proposals compliant with the set quality standards shall be issued a Certificate of Quality Assurance, be processed for PRC accreditation, and be implemented as an official DepEd professional development program.

2. PRC Accreditation

- a. All professional development programs quality assured by NEAP Central Office, Regional Offices, and Schools Division Offices shall be submitted to the Professional Regulation Commission for accreditation.
- b. The NEAP Central Office shall facilitate the program accreditation of all quality-assured PD programs from the Central Office Bureaus, Services, and Units through its Continuing Professional Development Accreditation System (CPDAS) account.
- c. The Human Resource Development Division/NEAP in the Regions (HRDD/NEAP-R) shall facilitate the program accreditation of PD programs developed by offices and units in the Regional Office while the School Governance and Operations Division-Human Resource Development Section (SGOD-HRDS) shall take charge of the program accreditation of PD programs developed at the SDO and school levels.

E. PD Programs Repository

1. All quality assured and PRC accredited PD programs shall be deposited to:
 - a. CO-managed repository for RO-developed PD programs
 - b. RO-managed repository for SDO-developed PD programs
 - c. SDO-managed repository for school-developed PD programs
2. Quality assured and PRC accredited PD program designs may be made available for adaption and reference.
3. PD program proposals adapting design/content/materials from PD programs in the repository across governance levels shall undergo the complete PD program development cycle.

F. Delivery of the Quality Assured and PRC Accredited PD Programs

1. Only quality assured PD programs shall be delivered through various delivery modality such as, but not limited to, face-to-face, online, blended, and self-paced.
2. PD programs shall be delivered consistent with the quality assured and PRC-accredited proposal.
3. Learning resource materials to be utilized during PD program delivery must be compliant with the set quality standards.
4. The delivery of the school-based PD program covers Program Management which shall ensure the effective and efficient conduct of PD programs adherent to the set program delivery standards, and Learning Management which shall ensure target competencies for development will be delivered according to adult-learning principles and compliant with the set program delivery quality standards (see Enclosure 10).

G. Monitoring and Evaluation of PD Programs

1. Monitoring

- a. Delivery of all PD Programs shall be monitored by the RO/SDO/School Heads to ensure the PD program's adherence to the quality-assured PD Program proposal and compliance to the PD Program Delivery Standards and indicators listed in PD Compliance Monitoring Tool (see Enclosure 11).
- b. The Human Resource Development Division/NEAP-R and School Governance and Operations Division – Schools Management Monitoring and Evaluation (SMME) section, shall facilitate the monitoring of the school-Based PD Programs consistent with the quality-assured M&E plan.

2. Evaluation

The Kirkpatrick's Levels of Evaluation shall be utilized in all School-based PD program, as follows:

a. Level 1 – Reaction

- School-based Program shall be able to capture participants daily reaction towards the delivery of the program through the End-of-Day Evaluation (see Enclosure 7). Daily Evaluation shall be administered by the Program Management Team specifically the M&E Focal and results shall be reported during the conduct of the daily debriefing.

b. Level 2 – Learning

- The Program Management Team shall administer various forms of assessment to check the learning of the participants. Assessment shall be included in the Program proposal submitted for quality assurance.

c. Level 3 – Behavior

- The Learning Action Plan (LAP) shall be the final output in all school-based PD programs to measure whether participants were truly impacted by the learning and if they're applying what they have learned. RO/SDO/School Heads shall monitor the LAP Implementation of the participants in accordance with the M&E Plan (Level 3 Evaluation) of the PD Program.

The immediate supervisor of the teacher participant shall monitor and ensure that the LAP is implemented within the prescribed timeline and provide technical assistance if necessary.

	Schedule of LAP Preparation	Timeline of LAP Implementation
INSET	Last session of 3 rd day	Within the next two quarters
LAC	Every after LAC session	Up to maximum of 2 months after the completion of the 5-month LAC

d. Level 4 – Results

- After the PD Program has been completed and begin to apply what they have learned through their LAP, an impact assessment shall be conducted per governance level.

3. Submission of Program Completion Report

- a. The School Head together with the Program Management Team shall prepare and submit the accomplished Program Completion Report to the Schools Division Office 10 working days after the conduct of the program.
- b. The PD Program Completion Report contains the following:
 - The executive summary includes the program description and its objectives, and the daily proceedings of the conduct of the program.
 - The M&E Analysis includes a summary of (1) Level 1: participants' evaluation of the program; (2) Level 2: participants' learning.
 - General comments and issues encountered in relation to program delivery and management
 - Recommendations for the improvement of future programs and policy action
 - Photo documentation
 - Actual Participants' Profile
- c. The results shall be the basis for the enhancement of the developed and delivered PD Program.

II. TERMS OF REFERENCE PER GOVERNANCE LEVEL

A. Central Office

1. Monitor and evaluate the implementation of these guidelines.
2. Provide technical assistance supporting the effective and efficient implementation of these guidelines.
3. Manage the repository of the RO-developed PD programs.

B. Regional Offices

1. HRDD/NEAP-R in collaboration with the Curriculum and Learning Management Division (CLMD) shall plan, design, develop PD programs based on the consolidated PD needs of teachers and school leaders pursuant to DM No. 044, s. 2023.
2. HRDD/NEAP-R in collaboration with the CLMD and Quality Assurance Division (QAD) shall quality assure SDO-developed PD programs based on the standards and requirements set by DM No. 044, s. 2023.
3. HRDD/NEAP-R in collaboration with the QAD shall monitor and evaluate the implementation of the quality-assured and PRC-accredited SDO-developed PD programs.
4. HRDD/NEAP-R shall consolidate the program completion reports from the implemented SDO-developed PD programs and submit to NEAP Central Office.
5. HRDD/NEAP-R shall manage the repository of quality-assured and PRC-accredited SDO-developed PD programs.
6. HRDD/NEAP-R in collaboration with QAD shall conduct an impact assessment of the SDO-developed PD Programs.

C. Schools Division Offices

1. SGOD-HRDS in collaboration with the Curriculum Implementation Division (CID) shall plan, design, develop PD programs based on the consolidated PD needs of teachers and school leaders pursuant to DM No. 044, s. 2023.
2. SGOD-HRDS in collaboration with the (CID) shall quality assure school-developed PD programs based on the standards and requirements set by DM No. 044, s. 2023.
3. SGOD-HRDS in collaboration with the (CID) and the SGOD-SMME shall monitor and evaluate the implementation of the quality-assured and PRC-accredited school-developed PD programs.
4. SGOD-HRDS shall consolidate the program completion reports from the implemented school-developed PD programs and submit to the Regional Office.
5. SGOD-HRDS shall manage the repository of quality-assured and PRC-accredited school-developed PD programs.
6. SGOD-HRDS and SMME shall conduct an impact assessment of the school-developed PD programs.

D. Schools

1. School head in collaboration with the assistant principal, head teachers and master teachers shall plan, design, develop PD programs based on the identified prioritized PD needs of teachers.
2. School head shall review proposed school-based PD programs based on the standards and requirements set by these guidelines and endorsed to SDO for quality assurance and PRC accreditation.
3. School head in collaboration with the assistant principal, head teachers and master teachers shall manage the delivery of the quality assured and PRC-accredited PD programs.
4. School head in collaboration with the assistant principal, head teachers and master teachers shall monitor and evaluate the implementation of teachers' learning action plan.
5. School head in collaboration with the assistant principal, head teachers and master teachers shall prepare and submit program completion report to SDO.
6. School head shall manage the repository of quality-assured and PRC-accredited school-based PD programs.