Republic of the Philippines
Department of Education
Region II – Cagayan Valley
Schools Division of Nueva Vizcaya

09 November 2026

DIVISION MEMORANDUM
No. 454 , s.2026

GUIDELINES ON THE STANDARDIZATION, QUALITY ASSURANCE, AND DOCUMENTATION OF PROFESSIONAL DEVELOPMENT (PD) PROGRAMS IN THE SCHOOLS DIVISION OFFICE OF NUEVA VIZCAYA

To: Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
OIC Chief, Curriculum Implementation Division
Public Schools District Supervisors/District In-Charge
Public Elementary and Secondary School Heads
All others concerned

1. Anchored on DepEd Memorandum No. 044, s. 2023, titled *Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines (NEAP) Core Programs* and on DepEd Order No. 32, s. 2017 (Gender Responsive Basic Education Policy) and the Philippine Commission on Women-NEDA-DBM Joint Circular No. 2012-01, this Division issuance covers Professional Development (PD) programs intended to enhance the competencies of teaching, teaching-related and non-teaching personnel in adherence to the quality assurance standards, procedures, and documentary requirements prescribed by the NEAP and the PCW.

2. These guidelines aim to set standard process in the development, quality assurance, delivery, monitoring and evaluation, and documentation of PD program and assess inclusivity and gender-responsiveness in all PD programs through the use of Harmonized Gender and Development Guidelines (HGDG) Tools;

3. To preserve the official identity of the Schools Division Office, all PD program proponents shall use the approved SDO header, footer, logo and authorized signatories in the preparation of PD Program documents as enclosed in the Guidelines of this Memorandum. NEAP-SDO PD Program templates can be accessed in this link: https://tinyurl.com/5xvjcrxy

4. For technical assistance and further inquiries, please visit SGOD-Human Resource Development through Florence F. Esparrago, SEPS – HRD Section.

5. For immediate dissemination and strict compliance.

ORLANDO E. MANUEL PhD, CESO V
Schools Division Superintendent
11-2026-882

Enclosure: As stated
Reference: As stated
To be indicated in the perpetual index under the following subjects:
Professional Development (PD) Programs
Trainings

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Enclosure 1 to DM 454, s. 2026

GUIDELINES ON THE STANDARDIZATION, QUALITY ASSURANCE, AND DOCUMENTATION OF PROFESSIONAL DEVELOPMENT PROGRAMS IN THE SCHOOLS DIVISION OFFICE OF NUEVA VIZCAYA

I. Rationale

Continuous growth and capacity development of teachers and education personnel are mandated under Republic Act No. 9155 or the Governance of Basic Education Act of 2001, where DepEd, in its goal for a complete, adequate, and integrated system of basic education, recognizes the vital role of competent and professionally developed educators in improving learning outcomes. Likewise, Republic Act No. 4670 or the Magna Carta for Public School Teachers affirms the right of public school teachers to opportunities for professional advancement, career growth, and specialized training, thereby providing a strong legal foundation for the institutionalization of quality professional development initiatives. Complementing these provisions, Republic Act No. 9710 or the Magna Carta of Women requires government agencies to integrate gender equality and women's empowerment in all programs and services, ensuring that PD initiatives are gender-responsive, inclusive, and accessible to all personnel regardless of sex, gender identity, or social circumstances.

The implementation of quality assured Professional Development (PD) Programs shall be guided by relevant DepEd issuances. DepEd Order No. 44, s. 2023 establishes the Interim Guidelines for the Quality Assurance and Monitoring and Evaluation (QAME) of the National Educators Academy of the Philippines (NEAP) Core Programs, ensuring that professional development interventions meet established standards of quality, relevance, effectiveness, and accountability. The proposal likewise adheres to DepEd Order No. 32, s. 2017 (Gender Responsive Basic Education Policy) and the PCW-DBM-NEDA Joint Memorandum Circular No. 2022-01 directing the integration of gender perspectives and gender-responsive planning in program development, implementation and evaluation.

The Schools Division Office (SDO) of Nueva Vizcaya recognizes these strategic mechanisms and seeks to reform current practices of the Division in compliance with the above-mentioned issuances. First, it institutionalizes the term Professional Development (PD) to replace Learning and Development (L&D). Second, workplace development objectives (WDO) or the Learning Results Chain (Results Objective or Outcome, Application Objective or Outcomes, Terminal Objective or Output, and Enabling Objectives or Competencies will be explicitly indicated in the proposal. Third, session for Workplace Action Plan will be made mandatory in the training matrices. Lastly, the need to integrate Gender and Development (GAD) principles through the use of the Harmonized Gender and Development Guidelines (HGDG) Tools will ensure inclusivity and gender-responsiveness in all professional development programs.

Given these revisions, the PD Program guidelines supports the achievement of key Sustainable Development Goals (SDGs) specifically contributing to SDG 4 (Quality Education) through strengthened professional standards and learning outcomes redounding to the benefit of the learners, SDG 5 (Gender Equality) through equitable development opportunities across different job groups, and SDG 16 (Peace, Justice and Strong Institutions) through promotion of transparent and competency-based governance.

II. Scope

These guidelines shall govern the entire process from the preparation of the proposal, implementation, and completion of all Professional Development (PD) programs conducted within the Schools Division Office of Nueva Vizcaya. It provides standardization of PD Programs to include SDO contextualized templates and the corresponding attachments to both proposal and completion forms. For regular PD programs initiated by schools, districts and SDO personnel, Permit to Conduct and Acceptance of Completed PD Program shall be issued by the Division Review and Accreditation Committee (DRAC). Learning Action Cell (LAC) proposal and completion report, on the other hand, will have its Permit to Conduct and Acceptance of Completed LAC from the District Review and Accreditation Committee following the guidelines to be released in another issuance. Only Quality Assured PD Programs shall fall within the scope of authorized fund utilization and official accreditation across the Division.

III. Procedure

The table below outlines the process in the approval and acceptance of Professional Development (PD) Programs:

Activity	Persons Responsible/ Activity Details/ Interface
Preparation of the Professional Development (PD) Program	Proponent prepares the project proposal using the Detailed PD Program Design Form (Enclosure 2) for SDO and District-based PD Program), or the School-based INSET Plan (Enclosure 3) for school-based PD Program, with the following attachments: a. Accomplished HGDG Attribution Tool (Enclosure 4); b. Accomplished Target Participant Profile (Enclosure 5); c. Accomplished Curriculum Vitae of Resource Persons (Enclosure 6); d. End-of-Day Evaluation Tool (Enclosure 7) and pre-/post test; e. Budget Matrix (Enclosure 8).
Initial Assessment	The school and/or district quality assure the proposal

<table>
<tr>
<td>Initial Assessment</td>
<td>and its attachments. The QA checklist (enclosure 9) will be attached on top of the school and/or district Permit to Conduct.

Structure of School Review and Accreditation Committee (SRAC) for Secondary School
Chairman: PSDS/ DIC
Co-Chairman: School Head
Member: 1 Head Teacher, 1 Master Teacher

Structure of District Review and Accreditation Committee (DsRAC) for Elementary School / District
Chairman: PSDS/ DIC
Co-Chairman: School Head
Member: 2 School Heads, 1 Master Teacher

For SDO-based proposals, the proposal and its attachments are submitted directly to the Division Review and Accreditation Committee (DRAC).

Signatories indicated on the last page of the PDP Design Form for submitted proposals (Enclosures 2 and 3) shall be based on the following:

<table>
<tr><th>Program Manager (Proponent)</th><th>Level</th><th>Noted By</th></tr>
<tr><td>Teaching/Non-Teaching Personnel</td><td>School-wide</td><td>School Head</td></tr>
<tr><td>Teaching/Non-Teaching Personnel</td><td>District-wide</td><td>PSDS/DIC</td></tr>
<tr><td>School Head</td><td>School-wide</td><td>PSDS/DIC</td></tr>
<tr><td>School Head</td><td>District-wide</td><td>Anchor Supervisor</td></tr>
<tr><td>District Supervisor</td><td>District-wide</td><td>Anchor Supervisor</td></tr>
<tr><td>SDO-Based Employee</td><td>Division-wide</td><td>Division Chief</td></tr>
<tr><td>Division Chief</td><td>Division-wide</td><td>ASDS</td></tr>
<tr><td>ASDS/SDS</td><td>Division-wide</td><td>None, for endorsement to Regional Office</td></tr>
</table>

Special Provisions:
If the School Head is a co-proponent of a school-wide PD program, the proposal shall be noted by the PSDS/DIC. For district-wide PD programs proposed by School Heads, the PSDS/DIC shall automatically become a co-</td>
</tr>
</table>

	proponent and the proposal shall be noted by the Anchor Supervisor. Quality Records Format for PD Program Proposal shall conform to the following:
	a. single copy; b. stapled/clipped in a green transparent plastic A4 size folder; c. used Bookman Old Style, size 11; d. proper pagination and organization of attachments.
Submission	Submission to the Records Section must at least be **45 working days** prior to the date/s of implementation. A document tracking number is assigned for reference and monitoring purposes.
Routing of PD Program proposal to the Human Resource Development (HRD) Section	The PD Program proposal is routed to the Education Program Specialist II of the HRDS for recording and review of completeness and adherence to the prescribed templates and format. The same will be forwarded to the Division Review and Accreditation Committee (DRAC) for review and endorsement.
Review and Endorsement	The PD Program proposal is reviewed by the members of DRAC. If issues are found, the proposal is returned with comments/remarks to the proponent through the Records Section. If acceptable, it is endorsed to the Assistant Schools Division Superintendent for recommending approval, and to the Schools Division Superintendent for final approval of the Permit to Conduct the PD Program.
Release and Documentation	The Records Section scans the Permit to Conduct Form before releasing the approved PD Program proposal and its attachments to the proponent. The Records Section submits to the HRDS the scanned Permit to Conduct Form for filing purposes.

Implementation and Monitoring	Proponent shall implement the PD Program based on the timelines provided and on the approved standards of Program delivery . The DRAC through the HRDS shall conduct monitoring and evaluation of the PD Program implementation.
Submission of Completion Report	PD Program Completion Report must be submitted 15 working days after the implementation. It must include the following parts: 1. Accomplished PD Program Completion Report Form (Enclosure 10) 2. Required attachments and format shall include: a. Approved PD Program Proposal and its attachments; b. Duly signed Registration Form (Enclosure 11) and Attendance Sheet Enclosure 12); c. QAME Results with Analysis; d. Pre- and Post test results with analysis e. Accomplished HGDG Project Implementation and Management, and Monitoring and Evaluation (PIMME) Box 16 (Enclosure 13) and PIMME Box 17 (Enclosure 14); f. Memorandum (if there is any); g. Receiving Copy of Certificates (Enclosure 15) awarded duly signed by participants; h. Receiving Copy of Training Kits (Enclosure 16), if there are any. i. Documentation with a 4-5 captioned photographs; j. Accomplished Financial statement k. Screenshot of accomplished PD e-Log https://tinyurl.com/ElogHRD; l. Screenshot of uploaded Training Resource Package (TRP) Drive uploading of slide decks and other required data in this link https://tinyurl.com/5ymrzaym Completion Report shall conform to the following: a. Single copy; b. Ring-bound (black); c. Transparent front and back cover (A4); d. Bookman Old Style, size 11' e. Ear tagged from a to 1 for easy checking of PD Program parts.
Review of Completion Report	The PD Program completion report is reviewed by the members of the DRAC.

	If issues are found, the report is returned with comments/remarks to the proponent through the Records Section. If acceptable, it is endorsed to the Assistant Schools Division Superintendent for recommending approval, and to the Schools Division Superintendent for final approval of the Acceptance of the PD Program.

Enclosure 2 to DM 454, s. 2026

Detailed Professional Development Program Design Form

INSTRUCTIONS: Provide the details in the designated spaces as required. Indicate N/A if not applicable. ***DO NOT ABBREVIATE.***

PROFESSIONAL DEVELOPMENT (PD) PROGRAM PROVIDER PROFILE

PD Program Owner					
Complete Office Address	*Type the complete office address.*				
Office Telephone No.	*Type the office telephone no.*	Office Email Address	*Type the office email address.*		
PD Program Manager/s	*Type the complete name.*	Email Address	*Type email address.*	Mobile No.	*Type the mobile no.*

PD PROGRAM PROFILE

Give an overview of your proposed PD program by providing the following details.

Title	*Type the proposed PD program title.*

Rationale	*Discuss in no more than 600 words the reasons for proposing this PD program. A substantially written rationale shall capture the following:* *a. The context of the PDNA conducted: where, when, and how it was conducted.* *b. The significant results of the PDNA: specific target competencies for development.* *c. Relevant legal bases (if applicable) such as but not limited to DepEd issuances supporting the need for the proposed PD program.* *d. Relevant local and international literature validating the identified PD needs and the selected key contents and methodologies.*
Program Description	*State in no more than 350 words the main intention of the proposed PD program highlighting the key content to be delivered, knowledge and skills to be learned and how they will benefit the participants.*
Program Objectives	*State the following learning objectives:* **Results objective**: As a results of the participants' improved competence and performance: *(State what the program will be able to contribute to the attainment of organization goals as a result of participants' improved competency and performance.)*
	Application objective: Back in the workplace, the participants will be able to: *(State what the participants will be able to perform back in their workplace as a result of their improved competence.)*
	Terminal objective: By the end of the PD program, the participants will be able to: *(State what the participants will be able to do immediately after the PD program.)*

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	Enabling objectives: Specifically, the participants will be able to: *(Identify major learning blocks or modules. Each block or module shall focus on enabling knowledge or skill/s participants should acquire in order to attain the terminal objective. State in specific behavioral terms what participants will be able to do by the end of each learning block or module.)*		
Target Professional Standard with specific Domain/s, Strand/s, and Indicator/s	*Professional Standard*	*e.g., PPST, PPSSH, PPSS* *For non-teaching personnel, identify target competencies from their IPCRF*	
	Domain/s	*Strand/s*	*Indicator/s*
	1. Content Knowledge and Pedagogy	*1.2 Research-based knowledge and principles of teaching and learning*	*1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.* *1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.*

Target Participants	Participants Profile:					
	Specify the target participants based on their career stage, job group, position, subject area, grade level, etc. *Indicate your participants' selection criteria.*					
	Total number of target participants:	*How many participants does this PD program proposal plan to cater?*	Number of batches per implementation *(if applicable):*	*To how many batches do you plan to deliver this PD program proposal?*	Number of implementations:	*How many times do you plan to implement this PD*

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						program proposal?
			Number of participants per batch:	*How many participants will there be in a batch?*		
Delivery Platform	*Indicate the delivery platform here.*			Indicative Dates of Implementation	*From Start Date to End Date*	

PD PROGRAM DESIGN

Session No.	Duration	Topic	Session Objectives	Methodology	Assessment Strategies & Tools	Outputs	Resource Speaker/Subject-Matter Expert
Indicate session number.	*Determine time allocation for each session, considering the session objective/s and output to be*	*List content areas essential to attaining the learning objectives (producing the outputs).*	*State in behavioral terms what participants will be able to do right after a learning session.*	*Describe in detail or step-by-step procedure how the assigned resource speaker will deliver content and engage the learners.* *Indicate the relevant learning resources that will be used to support*	*Indicate the use of varied formative and summative assessments and the applicable tools.*	*Identify concrete outputs (e.g., recommendations, lesson exemplars, proposals, TA plan, reflection journal, instructional material, etc.)*	*Indicate the appropriate resource speakers/subject-matter experts who will deliver the session.*

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	accomplished.			*the delivery of content and the attainment of the session objectives.* *Incorporate the use of varied formative assessments such as multiple checks for understanding, guided practice, independent practice, etc.*		*that will be produced by the participants during and by the end of each session.*	
2	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*
3	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*
4	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*

PD Program Management Team

PD Program Management Team	Name
a. Program Manager	
b. Learning Manager	

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c. Resource Speaker/Subject-Matter Expert	
d. M&E Coordinator	
e. Documenter	
f. Secretariat	
g. Welfare Officer	
h. Logistics Officer	
i. Finance Officer	

Declaration:
I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree that DepEd-National Educators Academy of the Philippines and SDO Nueva Vizcaya be the co-owners of all the data gathered and the copyright of any publication of the use of these data.

Program Manager/s and Position/s	Type here
Signature	Sign here
Noted	(refer to signatory in Part VI. Guidelines, C.3.a.
Date	Click here to enter a date.

This Form is not valid if not signed.

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Monitoring and Evaluation (M&E) Plan Form

This is the form for the M&E Plan following the Kirkpatrick Evaluation Model.

Level of M&E	Objectives	Methods and Tools	Data Sources	Schedule of M&E	Person/s Responsible	Support Needed	User of M&E Data
Level 4 - Results *(The degree to which targeted outcomes as a result of the training and support and accountability package.)*	*What will be measured?*	*What methods/tools will be used to collect data?*	*Who and/or what documents will provide data or evidence on the indicators?*	*When will M&E activities be undertaken?*	*Who will be accountable for ensuring that M&E activities are done?*	*What resources are needed to implement M&E activities?*	*Who will use the data gathered?*
Level 3 - Behavior *(The degree to which participants apply what they learned during training when they are back on*							

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the job. ***This can be found in the application objective.)***							
Level 2 - Learning *(The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.)*							
Level 1 – Reaction *(The degree to which participants find the training favorable,*							

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engaging, and relevant to their jobs.)							

Declaration:
I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree that DepEd-National Educators Academy of the Philippines and SDO Nueva Vizcaya be the co-owners of all the data gathered and the copyright of any publication of the use of these data.

To be signed by the PD Program Manager/s

Program Manager/s and Position/s	Type here
Signature	Sign here
Date	Click here to enter a date.

This Form is not valid if not signed.

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Enclosure 3 to DM 454, s. 2026

SCHOOL-BASED IN-SERVICE TRAINING (INSET) PLAN

INSTRUCTIONS: Provide the details in the designated spaces as required. Indicate N/A if not applicable. ***DO NOT ABBREVIATE.***

PROPONENT PROFILE

School	*Type the name of your school.*		School ID	*Type your school ID.*	
School Address	*Type the complete office address.*				
School Telephone No.	*Type the office telephone no.*	School Email Address	*Type the office email address.*		
Focal person	*Type the complete name.*	Email Address	*Type email address.*	Mobile No.	*Type the mobile no.*

INSET PROFILE

Give an overview of your proposed PD program by providing the following details.

Title	*Type here the proposed PD program title.*
Rationale	*Discuss reasons for proposing the PD program supported by data on teachers' professional development needs, relevant research, and legal basis (if any).*

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<table>
<tr><td></td><td colspan="4"></td></tr>
<tr><td>Program Description</td><td colspan="4">Describe briefly the proposed PD program/ course highlighting its focus content and state in behavioral terms the program objectives.

Results objective: As a result of the participants' improved competence and performance:
Application objective: Back in the classroom, the participants will be able to:
Terminal objective: By the end of the 3-day training, the participants will be able to:
Enabling objectives: Specifically, the participants will be able to: (state the key knowledge, skills, and attitude participants are expected to gain from the training)</td></tr>
<tr><td rowspan="3">Focus Professional Standard with specific Domain/s, Strand/s, and Indicator/s</td><td>Professional Standard</td><td colspan="3">E.g., PPST</td></tr>
<tr><td>Domain/ s</td><td>Strand/ s</td><td colspan="2">Indicator/ s</td></tr>
<tr><td>1. Content Knowledge and Pedagogy</td><td>1.2 Research-based knowledge and principles of teaching and learning</td><td colspan="2">12 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.</td></tr>
<tr><td rowspan="2">Target Participants</td><td colspan="4">Participants Profile:
Specify the target participants based on their career stage, job group, position, subject area, grade level, etc.</td></tr>
<tr><td colspan="4">Total number of participants, sex and age disaggregation</td></tr>
<tr><td>Delivery Platform</td><td colspan="2">Indicate the delivery platform here.</td><td>Indicative Dates of Implementation</td><td></td></tr>
</table>

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INSET CONTENT DETAILS

	Duration	Session Objectives	Topic	Methodology	Assessment Strategies & Tools	Outputs	Resource Speaker/Subject -Matter Expert
1		*State in behavioral terms what participants will be able to do right after a learning session.*	*List content areas essential to attaining the learning objectives (producing the outputs).*	*Indicate the activities through which resource speaker will deliver content and engage the participants.* *Indicate the relevant learning resources that will be used to support the delivery of content and the attainment of the session objectives.*	*Indicate the use of varied formative and summative assessments and the applicable tools.*	*Identify concrete outputs (e.g., recommendations, lesson exemplars, proposals, TA plan, reflection journal, instructional material, etc.) that will be produced by the participants during and by the end of each session.*	*Indicate the appropriate resource speakers/ subject -matter experts who will deliver the session.*

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2	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*
3	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*

BUDGET ESTIMATE PLAN

Funding Source	*How will the program be funded?*	**Budget Requirements**	*Provide details on how the funds will be allocated. If registration, how much will be collected in each course?* ***Use attached budget estimate template as reference.***

MONITORING AND EVALUATION PLAN

This is the form for the M&E Plan following the Kirkpatrick Evaluation Model.

Level of M&E	Objectives	Methods and Tools	Data Sources	Schedule of M&E	Person/s Responsible	Support Needed	User of M&E Data
Results	*What will be measured?*	*What methods/tools will be used to collect data?*	*Who and/or what documents will provide data or evidence on the indicators?*	*When will M&E activities be undertaken?*	*Who will be accountable for ensuring that M&E*	*What resources are needed to implement M&E activities?*	*Who will use the data gathered?*

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					activities are done?		
Behavior	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*
Learning	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*
Reaction	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*	*Type here.*

Declaration:
I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree that DepEd-National Educators Academy of the Philippines and SDO Nueva Vizcaya to be the co-owners of all the data gathered and the copyright of any publication of the use of these data.

To be signed by the PD Program Proponent/s:

Program Proponent/s Name/s and Position/s	Type here
Signature	Sign here
Noted	(refer to signatory/ies given in the memo)
Date	Type here

This Form is not valid if not signed.

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Enclosure 4 to DM 454, s. 2026

HARMONIZED GENDER AND DEVELOPMENT GUIDELINES
for Project Development, Implementation, Monitoring and Evaluation

Box 7. (GENERIC CHECKLIST) Summary Checklist for the Assessment of the Proposed Project

PROJECT TITLE:

HGDG Score	**0%**
Annual Program Expenditure Amount attributable to GAD	**₱0.00**
Project Identification Stage:	0.0 GAD is Invisible - 0% Attribution
Project Design Stage:	0.0 GAD is Invisible - 0% Attribution

Element and item/question (col. 1)	Done: No (2a)	Done: Partly (2b)	Done: Yes (2c)	Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
1.0 Involvement of women and men **(max score: 2; for each item, 1)**					
1.1 Participation of women and men in beneficiary groups in problem identification (possible score: 0, 0.5, 1.0) >					
1.2 Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0) >					
2.0 Collection of sex-disaggregated data and gender-related information **(possible scores: 0, 1.0, 2.0) >**					
3.0 Conduct of gender analysis and identification of gender issues **(max score: 2; for each item, 1)**					
3.1 Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0) >					
3.2 Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0) >					
TOTAL GAD SCORE – PROJECT IDENTIFICATION STAGE					**GAD is Invisible - 0% Attribution**
4.0 Gender equality goals, outcomes and outputs **(possible scores: 0, 1.0, 2.0)** Does the project have clearly stated gender equality goals, objectives, outcomes or outputs? >					
5.0 Matching of strategies with gender issues **(possible scores: 0, 1.0, 2.0)** Do the strategies and activities match the gender issues and gender quality goals identified? >					
6.0 Gender analysis of likely impact of the project (max score: 2; for each item or question, 0.67)					
6.1 Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67) >					
6.2 Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67) >					
6.3 Has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.33, 0.67) >					

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7.0	***Monitoring targets and indicators*** **(possible scores: 0, 1.0, 2.0)** Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes? >					
8.0	***Sex-disaggregated database requirement*** **(possible scores: 0, 1.0, 2.0)** Does the project M&E system require the collection of sex-disaggregated data? >					
9.0	***Resources*** (max score: 2; for each question, 1.0)					
9.1	Is the project's budget allotment sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs/partners for it GAD efforts (possible scores: 0, 0.5, 1.0) >					
9.2	Does the project have the expertise in promoting gender equality and women's empowerment? OR, does the project commit itself to investing project staff time integrate GAD or promote gender equality? (possible in building capacities within the project to scores: 0, 0.5, 1.0) >					
10.0	***Relationship with the agency's GAD efforts*** (maximum score: 2; for each question or item, 0.67)					
10.1	Will the project build on or strengthen the agency's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAD NO GAD PLAN: Will the project help in the formulation of the implementing agency's GAD plan? >					
10.2	Will the project build on the initiatives of actions of other organizations in the area? (possible scores: 0, 0.33, 0.67) >					
10.3	Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67) >					
	TOTAL GAD SCORE – PROJECT DESIGN STAGE					**GAD is Invisible - 0% Attribution**

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Enclosure 5 to DM 454, s. 2026

TARGET PARTICIPANTS PROFILE SHEET

PD Program Owner:	
Date Conducted:	
Program Title:	

No.	School/Office	Name	Position	Grade Level Taught (for Teacher-Participants)	Specialization (College and Graduate Studies)	Actual Subject/s Taught (for Teacher-Participants	Years in the Current Position	Sex	Age	Civil Status	Religion	Are you a Person with Disability (YES/ NO)	Ethnicity	Are you a solo parent? (YES / NO)	DepEd Email Address

*add rows as necessary

To be signed by the PMT Secretariat:

PMT Secretariat	Type here
Signature	Sign here
Date	Type here

This Form is not valid if not signed

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Enclosure 6 to DM 454 *, s. 2026*

CURRICULUM VITAE OF RESOURCE SPEAKER/SUBJECT-MATTER EXPERT

PROFESSIONAL DEVELOPMENT PROGRAM:	RECENT 2X2 PICTURE (color photo with white background)
PROFESSIONAL DEVELOPMENT PROGRAM PROVIDER:	

Part I. Personal Information	
Name:	
Residence Address:	Contact Details Landline No.: Mobile No. 1: Mobile No. 2: Email Address:
Business Address:	
Citizenship:	

Note: NEAP shall be informed of any change/s on resource person/s at least 10 days before the Professional Development program/course offering. Substitute resource person, if any, may submit this duly accomplished form three (3) days before the start of the Professional Development program/course.

Part II. Track Record	
Areas of Specialization/Expertise	

Relevant Seminars/Training Programs Conducted in the last five (5) years	
Date	Title

Relevant Seminars/Training Programs Attended in the last five (5) years	
Date	Title

Relevant Publications, Research, and Conference Papers	
Date	Title

Major Achievements, Citations, Recognitions, and Awards

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Date	Title	Awarding Body

Part III. Education and Employment

Educational Background

Level	Name of School/University	Address	Inclusive Dates	Degree Earned
Undergraduate				
Post-Graduate				

Work Experience: Five (5) most recent

Position	Agency/Company	Inclusive Dates

Part IV. Other Relevant Information (Use separate sheet for additional information.)

Eligibility

Profession/s	License No.	Issued on:	Valid until:

Other Major Affiliations (Professional, Civic, etc.)

Name of Organization	National/Chapter	Position/Nature of Work	Date

I hereby certify that the above information written by me are true and correct to the best of my knowledge and belief. I further authorize NEAP, SDO Nueva Vizcaya and other agencies to investigate the authenticity of all the documents presented. I am agreeing to the Privacy Notice and giving my consent to the collection and processing of my personal data in accordance thereto. Signature Over Printed Name Date:	Scanned copy of PRC License

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Enclosure 7 to DM 454, s. 2026

End-of-Day Evaluation Tool

TITLE OF THE PROGRAM:

We are interested in your feedback about the content and process of the program. Please take a moment to give us your honest opinion on this evaluation form.

Responses will remain anonymous and will be used for the improvement of the program

EVALUATION DIRECTION: Rate the program using the rating scale. Tick under the column of your response.

SCALE: (4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree

I. EVALUATION OF SESSION

A. Activity Management & Objectives	**4**	**3**	**2**	**1**
- Session started on time (F2F/Online).	0	0	0	0
- The session objectives are explained at the beginning of the session.	0	0	0	0
- The information and instruction given before the event is clear and easy to follow.	0	0	0	0
- The organization of the program is logical.	0	0	0	0
- The pace allotted for the session was sufficient for me to absorb inputs.	0	0	0	0
- Manage adequately the pre & post assessment	0	0	0	0
- Adequate session breaks (mid-morning, lunch and mid-afternoon	0	0	0	0
- Session ended on time (F2F/Online).	0	0	0	0

B. Training Venue	**4**	**3**	**2**	**1**
- Well-lighted.	0	0	0	0
- Well-ventilated.	0	0	0	0
- Accessible, safe, secure and peaceful location	0	0	0	0
- Sufficient space for the program activities.	0	0	0	0
- Facilities for individual with disabilities	0	0	0	0
- Adequate soundproofing.	0	0	0	0

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- Availability of equipment.	0	0	0	0
- Serviceability of equipment.	0	0	0	0
- Internet access was usable.	0	0	0	0
- Clean.	0	0	0	0
- Sufficient number of clean and accessible Toilets and washrooms	0	0	0	0
- Meals were sufficiently healthy.	0	0	0	0
- Meals had sufficient variety.	0	0	0	0
C. Accommodation	**4**	**3**	**2**	**1**
- With sufficient space.	0	0	0	0
- Clean, well-lit, and well-ventilated	0	0	0	0
- Comfortable.	0	0	0	0
- Clean accommodation.	0	0	0	0
- Facilities were in good working order.	0	0	0	0
D. Session Rooms	**4**	**3**	**2**	**1**
- Well-lit, well-ventilated, and spacious enough for the participants	0	0	0	0
- Enough space for activities	0	0	0	0
- Comfortable.	0	0	0	0
- Designated areas for PMT.	0	0	0	0
- Provided for breakout sessions	0	0	0	0
E. Technical (Face-to Face/Online)	**Very Good**	**Good**	**Fair**	**Poor**
- How would you rate your experience with the technology aspect?	0	0	0	0
- Quality of Audio	0	0	0	0
- Quality of Video	0	0	0	0
- Internet Connectivity (Online)	0	0	0	0
- Length of Session	0	0	0	0
- Visual Content and Graphics	0	0	0	0
- Platform Used (If Online)	0	0	0	0

II. PROGRAM MANAGEMENT TEAM

Program Management	**4**	**3**	**2**	**1**
- The program was structured properly	0	0	0	0
- Venue emergency evacuation plan is disseminated Before the start of the activity.	0	0	0	0
- Promotes solid waste management	0	0	0	0
- Socially-inclusive, gender-sensitive, non-discriminatory	0	0	0	0

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and non-stereotypical language is used at all times				
- The program was managed efficiently	0	0	0	0
- Emerging welfare needs are immediately addressed	0	0	0	0
- Available when needed	0	0	0	0
- Responsive to the need of participants	0	0	0	0
- The emcee/host speaks with clarity and rapport	0	0	0	0
- Manage properly the closing program (insights, challenge, acceptance, and ways forward) is facilitated	0	0	0	0
- Manage adequately the distribution of certificates	0	0	0	0

How can the session be improved?

Feedback, comment and suggestion that will help us improve future events.

III. PROGRAM PROPER

Session/Activities/Discussion/Workshop	**4**	**3**	**2**	**1**
- The session started on time	0	0	0	0
- The organization of the opening program flow is logical (national anthem, ecumenical prayer, DepEd Quality Policy, welcome remarks, and introduction of participants.)	0	0	0	0
- Management of learning (leveling of expectation, agreeing on session norms, discussion of program objectives and matrix.	0	0	0	0
- The purpose of the session is clear	0	0	0	0
- The facilitator/s demonstrated mastery of the topic	0	0	0	0
- The facilitator/s explained the topics in an understandable level	0	0	0	0
- The facilitator/s accommodated my concerns and questions	0	0	0	0
- The time and pace allotted for each session was	0	0	0	0

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sufficient for me to absorb inputs or to accomplish outputs				
- The session ended on time	0	0	0	0

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The Department of Education (DepEd) is bound by law under the Data Privacy Act of 2012 (RA 10173). Your attendance to this online event aims to develop your skills in performing your tasks by virtue of your employment or affiliation with DepEd. By selecting the checkbox below this statement and clicking "Submit," you agree to the following: - 1) You express your consent for and authorize DepEd, through the organizers of this online orientation, to collect, process, and keep your personal information for lawful purposes related to the conduct of this online event. 2)DepEd, through the organizers of this online orientation, cannot disclose your personal information to any third parties without your explicit permission. It can, however, share said information with its bureaus/ office/ services and external agencies, affiliates, or partners to fulfill financial, logistic, and other contractual obligations, or to comply with law enforcement and legal processes. -3) The organizers of this online orientation may record this event for reference and documentation. By attending this event, you give DepEd and the organizers permission to include you and your likeness in or make you a subject of any communications media they see fit (photo, video, social media, or print). You certify that you have agreed to the above information and that you are well-informed of the purposes of this endeavor.

☐ I confirm that I have read the statement above and agree to it.

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Enclosure 8 to DM 454, s. 2026

BUDGET MATRIX

PROFESSIONAL DEVELOPMENT PROGRAM/COURSE TITLE:	
LEARNING SERVICE PROVIDER: SDO NUEVA VIZCAYA (FOR SDO-BASED PROPONENT); NAME OF SCHOOL (FOR SCHOOL-BASED PROPONENT)	
DELIVERY PLATFORM: (FACE TO FACE, ONLINE OR BLENDED)	
SOURCE OF FUNDS:	
TOTAL TARGETED PARTICIPANTS:	
TARGET DATE/S:	**PROPOSED VENUE/LOCATIONS:**

BUDGET BREAKDOWN				
PARTICULARS	**NO. OF PAX**	**NO. OF DAYS**	**UNIT COST**	**TOTAL ESTIMATED COST**
Total Estimated Cost				

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I am agreeing to Privacy Notice and giving my consent to the collection and processing of these data in accordance thereto.

_____
Signature of the Program Manager
Over Printed Name

_____
Date

For SDO-Based/school-based PD Programs:

Funds Availability:

EMERSON B. BALUT, CPA
Accountant III

JEASEL J. ALAYU
AO V, Budget Officer

For PD Programs of school-based Implementing Units (IUs):

Funds Availability:

School Accountant

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Enclosure 9 to DM 454, s. 2026

School / District Checklist
For Professional Development (PD) Program

☐ PD Program Proposal ☐ PD Program Completion

Put a **check** on the first column for **identified Issues / deficiencies:**

A. Use correct template:	
	Detailed PD Program Design Form (Enclosure 2)
	School-Based INSET Plan (Enclosure 3)
	PD Program Completion (Enclosure 10)
B. Attach the following for PD Program PROPOSAL	
	Accomplished HGDG Attribution Tool (Enclosure 4)
	Accomplished Target Participant Profile (Enclosure 5)
	Accomplished Curriculum Vitae of Resource Persons (Enclosure 6)
	End-of-Day Evaluation Tool (Enclosure 7) and pre-/post test
	Budget Matrix (Enclosure 8)
C. Attach the following for PD Program COMPLETION	
	Approved PD Program Proposal with its attachments
	Duly signed Registration Form (Enclosure 11)
	Duly signed Attendance Sheet Enclosure 12)
	QAME Results with Analysis
	Pre- and Post test results with analysis
	Accomplished HGDG PIMME Box 16 (Enclosure 13)
	Accomplished PIMME Box 17 (Enclosure 14)
	Memorandum (if there is any)
	Receiving Copy of Certificates (Enclosure 15) awarded duly signed by participants
	Receiving Copy of Training Kits (Enclosure 16) if applicable
	Documentation with a 4-5 captioned photographs
	Accomplished Financial statement
	Screenshot of accomplished PD e-Log
	Screenshot of uploaded Training Resource Package (TRP) in the drive

*Other remarks / observations:*_____

_____

_____ _____

Signature above name of SRAC / DRAC Member

Signature above name of SRAC / DRAC Chair

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Enclosure 10 to DM 454, s. 2026

PD PROGRAM COMPLETION REPORT FORM

PD Program Owner: Name of Schools Division Superintendent		
Contact Person:	**Designation:** Schools Division Superintendent	
Contact No.:	**Email Address:**	
Program/Course Title:		
Date/s of Conduct:		
Venue:		
Total No. of Participants:	**Male:**	**Female:**

Executive Summary:
May include the program description and its objectives, and the daily proceedings of the conduct of the program.

M**&E Analysis**
Analysis should include:
- *Summary of results from the participants' evaluation of the program (Level 1)*
- *Summary of results from the participants' learning of the program (Pre/Post-Test)*

Strengths and areas for improvement should be identified in this section

General Comments and Issues Encountered
In this section make any general comments about the program and identify any issues encountered in relation to its:
- *Delivery*
  - *Resource Persons/Learning Facilitators*
  - *Participants*
  - *Content of Program*
  - *Delivery Strategies*
  - *Training Materials*
- *Management*
  - *Prior to Delivery*
  - *During the Training Proper*

Other issues

Photo Documentation
- *Must be PDF File*
- *5 pictures per day only*
- *Each day should contain descriptions*

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Recommendations
In this section discuss any recommendations you may have to improve future programs and for policy actions. Suggestions may cover program management, facilitation, session guides, resource materials, other concerns.

Declaration:
I hereby declare the information provided in this program completion report is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made. I further allow DepEd-NEAP and SDO Nueva Vizcaya to investigate the authenticity of all the documents submitted.

I agree that DepEd-NEAP and SDO Nueva Vizcaya be the co-owners of all the data gathered and the copyright of any publication of the use of these data.

To be signed by the PD Program Manager/s

Program Manager/s	Type here
Signature	Sign here
Date	Type here

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Enclosure 11 to DM 454, s. 2026

ACTUAL PARTICIPANTS PROFILE AND REGISTRATION SHEET

PD Program Owner:	
Date Conducted:	
Program Title:	

No.	School/Office	Name	Position	Grade Level Taught (for Teacher-Participants)	Specialization (College and Graduate Studies)	Actual Subject/s Taught (for Teacher-Participants	Years in the Current Position	Sex	Age	Civil Status	Religion	Are you a Person with Disability (YES/ NO)	Ethnicity	Are you a solo parent? (YES / NO)	DepEd Email Address
	*add rows as necessary														

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PMT Secretariat	Type here
Signature	Sign here
Date	Type here

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Enclosure 12 to DM 454, s. 2026

ATTENDANCE FORM
(EVENT/ACTIVITY)
(DATE & VENUE)

NO.	Name	School/ Office/	Position / Designation	Sex (Pls. tick)		Age	PWD		Civil Status				Religion	Ethnicity	Contact Number	Signature
				M	F		Yes	No	Single	Married	Widow/ Widower	Separated				
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

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NO.	Name	School/ Office/	Position / Designation	Sex (Pls. tick)		Age	PWD		Civil Status				Religion	Ethnicity	Contact Number	Signature
				M	F		Yes	No	Single	Married	Widow/ Widower	Separated				
11.																

**add rows as necessary*

PMT Secretariat	Type here
Signature	Sign here
Date	Type here

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Enclosure 13 to DM 454, s. 2026

HARMONIZED GENDER AND DEVELOPMENT GUIDELINES (HGDG)

PROJECT IMPLEMENTATION AND MANAGEMENT, AND MONITORING AND EVALUATION
Box 16

PROJECT TITLE:

Gender-Responsive Project Management and Implementation				4.6	
Element and item/question (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0 ***Supportive project management (max score: 2; for each item, 1.0)***				**1.5**	
1.1 Is the project leadership (project steering/advisory committee or management) supportive of GAD or gender equality goals? For instance, has it mobilized adequate resources to support strategies that addresS gender issues or constraints to women's and men's participation during project implementation? (possible scores: 0, 0.5, 1.0)		1.00			
1.2 Has adequate gender expertise been made available throughout the project? For example, are gender issues adequately addressed in the project management contract and scope of services? (possible scores: 0, 0.5, 1.0)		0.50			
2.0 ***Technically competent staff or consultants (max score: 2; for each item, 0.67)***				**0.3**	
2.1 Are the project staff members technically prepared to promote gender equality or integrate GAD in their respective positions/locations? OR, is there an individual or group responsible for promoting gender equality in the project? OR, has the project tapped local gender experts to assist its staff/partners in integrating gender equality in their activities or in project operations? (possible scores: 0, 0.33, 0.67)		0.33			
2.2 Does the project require the presence of women and men in the project implementation team? (possible scores: 0, 0.33, 0.67)					
2.3 Does project require its monitoring and evaluation team (personnel or consultants) to have technical competence for GAD evaluation? (possible scores: 0, 0.33, 0.67)					
3.0 ***Committed Philippine government agency (max score: 2; for each item, 1)***				**1.0**	

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3.1	Are regular agency personnel involved in implementing project GAD initiatives? OR, are agency officials or personnel participating in GAD training sponsored by the project? (possible scores: 0, 0.5, 1.0)		0.50		
3.2	Has the agency included the project's GAD efforts in its GAD plans? (possible scores: 0, 0.5, 1.0)		0.50		
4.0	***GAD implementation processes and procedures (max score: 2; for each item, 0.5)***			**1.8**	
4.1	incorporate a discussion of GAD concerns? IF APPLICABLE: Are subproject proposals required to have explicit GAD objectives and to have been supported by gender analysis? (possible scores: 0, 0.25, 0.50)		0.25		
4.2	Does the project have an operational GAD strategy? Alternately, has the project been effective in integrating GAD into the development activity? (possible scores: 0, 0.25, 0.50)			0.50	
4.3	Does the project have a budget for activities that will build capacities for doing GAD tasks (gender analysis, monitoring, etc.) (possible scores: 0, 0.25, 0.50)			0.50	
4.4	Does the project involve women and men in various phases of subprojects? (possible scores: 0, 0.25, 0.50)			0.50	
	TOTAL GAD SCORE – PROJECT MANAGEMENT			**4.6**	

To be signed by the PD Program Manager/s

Program Manager/s	Type here
Signature	Sign here
Date	Type here

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Enclosure 14 to DM 454, s. 2026

HARMONIZED GENDER AND DEVELOPMENT GUIDELINES (HGDG)

PROJECT IMPLEMENTATION AND MANAGEMENT, AND MONITORING AND EVALUATION

Box 17

PROJECT TITLE:

Gender-Responsive Project MONITORING AND EVALUATION	6.3	Gender Sensitive - Proposal Passes the GAD Test

Element and item/question (col. 1)	Done			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0 Project monitoring system being used by the project includes indicators that measure gender differences in outputs, results, and outcomes. (max score: 2; for each item, 1)				**0.5**	
1.1 Does the project require gender-sensitive outputs and outcomes? (possible scores: 0, 0.5, 1.0)		0.50			
1.2 Does the project monitor its activities, inputs, outputs, and results using GAD or gender equality indicators? (possible scores: 0, 0.5, 1.0)	0.00				
2.0 Project database includes sex-disaggregated and gender-related information. (max score: 2; for each item, 0.5)				**1.8**	
2.1 Does the project support studies to assess gender issues and impacts? OR, have sex-disaggregated data been collected on the project's impact on women and men in connection with welfare, access to resources and benefits, awareness or consciousness raising, participation, and control? (possible scores: 0, 0.25, 0.50)		0.50			
2.2 Have sex-disaggregated data been collected on the distribution of project resources to women and men, and on the participation of women and men in project activities and in decision making? IF APPLICABLE: Does the project require its subprojects to include sex-disaggregated data in their reports? (possible scores: 0, 0.25, 0.50)		0.50			
2.3 Do project and subproject reports include sex-disaggregated data or cover gender equality or GAD concerns, initiatives, and results (that is, information on gender issues and how these are addressed)? (possible scores: 0, 0.25, 0.50)			0.50		
2.4 Are sex-disaggregated data being "rolled up" from the field to the national level? (possible scores: 0, 0.25, 0.50)		0.25			
3.0 Gender equality and women's empowerment targets are being met. (max score: 4)				**2.0**	

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3.1	Has women's welfare and status been improved as a result of the project? (possible scores: 0, 1.0, 2.0) Examples of indicators: • The project has helped in raising the education levels and health status of disadvantaged groups of women. • Women's access to productive resources, employment opportunities, and political and legal status has improved. • The project has created new opportunities or roles for women and men. • Men and women have been sensitized to gender issues and women's human rights. • The project has supported or instituted strategies to overcome any adverse effects on women. • The project has introduced follow-up activities to promote the sustainability of its gender equality results. • There are project initiatives to ensure that improvements in the status of women and girls will be sustained and supported after project completion.			2.00		
3.2	Has the project helped in developing the capacity of the implementing agency for implementing gender-sensitive projects? (possible scores: 0, 1.0, 2.0)					
4.0	***Project addresses gender issues arising from or during its implementation. (possible scores: 0, 1.0, 2.0)*** ***Has the project responded to gender issues that were identified during project implementation or M&E?*** ***OR: Has the project addressed gender issues arising from its implementation?*** *Examples of gender issues:* • *Negative effects on the gender relationship as a result of new roles or resources created for women* • *Additional workloads for women and men* • *Displacement of women by men* • *Loss of access to resources because of project rules*				**0.0**	
5.0	***Participatory monitoring and evaluation processes (max score: 2; for each item, 1)***				**2.0**	
5.1	Does the project involve or consult woman and man implementors during project monitoring and evaluation? Does it involve woman and man beneficiaries? (possible scores: 0, 0.5, 1.0)			1.00		
5.2	Have women and men been involved in or consulted on the assessment of the gender impacts of the project? (possible scores: 0, 0.5, 1.0)			1.00		
	TOTAL GAD SCORE – MONITORING AND EVALUATION				**6.3**	
	TOTAL GAD SCORE – PROJECT MANAGEMENT (from box 16)				**4.6**	
	TOTAL GAD SCORE – PROJECT IMPLEMENTATION				**10.8**	**Gender Sensitive - Proposal Passes the GAD Test**

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Enclosure 15 to DM 454, s. 2026

RECEIVING COPY OF CERTIFICATES
(EVENT/ACTIVITY)
(DATE & VENUE)

No.	Name	Office/Unit	Position/Designation	Signature
1.				
2.				
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12.				

PMT Secretariat	Type here
Signature	Sign here
Date	Type here

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Enclosure 16 to DM 454, s. 2026

RECEIVING COPY OF TRAINING KITS
(EVENT/ACTIVITY)
(DATE & VENUE)

No.	Name	Office/Unit	Position/ Designation	Training Kit (put a check mark if item is received)				Signature
				Notebook	Ballpen	Advocacy shirt	*add columns as necessary	
1.								
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3.								
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6.								
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8.								
9.								
10.								

PMT Secretariat	Type here
Signature	Sign here
Date	Type here

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DEPARTMENT OF EDUCATION
RELEASED
Date: 10 NOV 2026
Time: 1:30
By: Quen
DIVISION OF NUEVA VIZCAYA

Republic of the Philippines
Department of Education
Region II – Cagayan Valley
Schools Division of Nueva Vizcaya

09 November 2026

DIVISION MEMORANDUM
No. 454 , s.2026

GUIDELINES ON THE STANDARDIZATION, QUALITY ASSURANCE, AND DOCUMENTATION OF PROFESSIONAL DEVELOPMENT (PD) PROGRAMS IN THE SCHOOLS DIVISION OFFICE OF NUEVA VIZCAYA

To: Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
OIC Chief, Curriculum Implementation Division
Public Schools District Supervisors/District In-Charge
Public Elementary and Secondary School Heads
All others concerned

1. Anchored on DepEd Memorandum No. 044, s. 2023, titled *Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines (NEAP) Core Programs* and on DepEd Order No. 32, s. 2017 (Gender Responsive Basic Education Policy) and the Philippine Commission on Women-NEDA-DBM Joint Circular No. 2012-01, this Division issuance covers Professional Development (PD) programs intended to enhance the competencies of teaching, teaching-related and non-teaching personnel in adherence to the quality assurance standards, procedures, and documentary requirements prescribed by the NEAP and the PCW.

2. These guidelines aim to set standard process in the development, quality assurance, delivery, monitoring and evaluation, and documentation of PD program and assess inclusivity and gender-responsiveness in all PD programs through the use of Harmonized Gender and Development Guidelines (HGDG) Tools;

3. To preserve the official identity of the Schools Division Office, all PD program proponents shall use the approved SDO header, footer, logo and authorized signatories in the preparation of PD Program documents as enclosed in the Guidelines of this Memorandum. NEAP-SDO PD Program templates can be accessed in this link: https://tinyurl.com/5xvjcrxy

4. For technical assistance and further inquiries, please visit SGOD-Human Resource Development through Florence F. Esparrago, SEPS – HRD Section.

5. For immediate dissemination and strict compliance.

ORLANDO E. MANUEL PhD, CESO V
Schools Division Superintendent
11-2026-882

Enclosure: As stated
Reference: As stated
To be indicated in the perpetual index under the following subjects:
Professional Development (PD) Programs
Trainings

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