



Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID-2025-SSD

To : Assistant Schools Division Superintendent
CID Chief
Public Schools District Supervisors
Education Program Supervisors
Public School Heads
Public School Teachers

Subject : **ATTENDANCE IN THE CONDUCT OF BATCH 5 TRAINING AND ASSESMENT OF TRAINERS' METHODOLOGY LEVEL 1 (TM 1) FOR SHS-TVL, JHS-SPTVE, AND JHS-TLE TEACHERS**

Date : November 10, 2025

This is in reference to Regional Memorandum HRDD-2025-270 dated October 22, 2025, signed by Allan G. Farnazo, Director IV re: **CONDUCT OF BATCH 5 TRAINING AND ASSESMENT OF TRAINERS' METHODOLOGY LEVEL 1 (TM 1) FOR SHS-TVL, JHS-SPTVE, AND JHS-TLE TEACHERS.**

The National Educators Academy of the Philippines (NEAP) in collaboration with the Curriculum and Learning Management Division (CLMD) and the Human Resource Development Division (HRDD) will conduct the Batch 5 Training and Assessment on Trainers' Methodology Level I (TM 1) for SHS-TVL, JHS-SPTVE, and JHS-TLE Teachers being held at TESDA XI Regional Training Center - Korea Philippines Vocational Training Center, Tibungco, Davao City.

List of participants:

Name	Position	School	Qualification on National Certificate II (NC II)
1. Valleser, Elsie Sinadjan	SST III	Digos City NHS	Dressmaking
2. Pindoy, Aileen Salayan	SST II	Digos City NHS	Bread and Pastry Production
3. Guian, Grace Joy Calamohoy	SST II	Digos City NHS	Computer Systems Servicing
4. Taruc, Ziena Rodette Jadraque	SST I	Digos City NHS	Food and Beverage Services
5. Guinang, Jerick Warraen	SST I	Digos City NHS	Bread and Pastry Production
6. Hemperoso, Febie Marie Jakosalem	SST I	Kapatagan NHS	Housekeeping

The training is being conducted in accordance with the Memorandum of Agreement (MOA) between DepEd and TESDA, with a total duration of 33 days as stipulated in the Training Matrix and Calendar of Activities jointly agreed upon by both agencies.



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The schedules are as follows:

Batch	Schedule	Modality	Venue
5	Nov. 5 – 11, 2025 (7 days)	Face-to-Face	RTC-KorPhil
	Nov. 12-30, 2025 (19 days)	Online Activity (MS Teams)	
	Dec. 1 – 7, 2025 (7 days)	Face-to-Face	TBA
	Dec. 8 – 11, 2025 (4 days) (National Assessment)	Face-to-Face	TBA

The participants’ board and lodging, supplies and materials, registration/training costs, and assessment fee of the participants shall be charged to the Downloaded Funds for the 2024, all subject to the usual auditing rules and regulations.

Further, participants may be granted Service Credits or Compensatory Time-Off in accordance with DepEd Order No. 53, s. 2003, particularly if the training is conducted on weekends, holidays, or class suspensions.

Other relevant details are found in the enclosures.

For clarification, contact, Pedelina O. Huevos, Education Program Supervisor, CLMD at (082)-222-2653 or pedelina.huevos@deped.gov.ph .

For the information of and compliance with by all concerned.

MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent NOV 10 2025

DepEd Schools Division of Digos City
RECORDS SECTION
RECEIVED
DATE: NOV 10 2025 TIME: 2:30pm
BY:

Enclosed: As stated.
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Records

CID

121460



Republic of the Philippines
Department of Education
DAVAO REGION



October 22, 2025

REGIONAL MEMORANDUM
HRDD-2025-270

CONDUCT OF BATCH 5 TRAINING ON TRAINERS METHODOLOGY LEVEL I AND
COMPETENCY ASSESSORS' ACCREDITATION FOR SHS-TVL, JHS-SPTVE, AND
JHS-TLE TEACHERS

To: Assistant Regional Director
Schools Division Superintendents
Chief Education Supervisor, CLMD

1. Pursuant to **DM-OUHROD-2025-0791**, the National Educators Academy of the Philippines (NEAP), in collaboration with the Curriculum and Learning Management Division (CLMD) and the Human Resource Development Division (HRDD), will conduct the Trainers Methodology Level I and Competency Assessors' Accreditation for SHS-TVL, JHS-SPTVE, and JHS-TLE teachers on **November 5-11, 2025**, in a venue to be determined. The first meal to be served is dinner on November 4, 2025, and the last meal will be PM snacks on November 11, 2025.

The Hybrid Training on Trainers Methodology Level I and Competency Assessors' Accreditation Level 1 training is slated on the following dates:

Batch	Schedule	Modality	Venue
5	November 5-11, 2025 (7 days)	Face-to-Face	TBA
	November 12-30, 2025 (19 days) - Online Platform /synchronous/asynchronous	Online Activity Via Microsoft Teams	MS Teams
	December 1-7, 2025- (7 days)	Face-to-Face	TBA
	December 8-11, 2025 (4 days)- National Assessment	Face-to-Face/ National Assessment	TBA

2. This **thirty-three-day** training encompasses competencies required of a technical-Vocational Trainer to perform the tasks in the areas of session planning, instructional delivery /facilitation, competency assessment, and maintenance of training resources/facilities.



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DAVAO REGION

The training-workshop aims to equip DepEd TVL and TLE teachers with the essential pedagogical, technical, and assessment competencies aligned with TESDA's standards for quality and industry-relevant instruction. Specifically, it seeks to:

1. **enrich scholar-participants' competencies** in developing, delivering, and evaluating competency-based training programs anchored on TESDA's Training Regulations and the Philippine TVET Qualification Framework.
2. **strengthen teachers' capability** to design and implement learner-centered instruction that promotes skills mastery, employability, and lifelong learning among students.
3. **equip scholar-participants for national competency assessment** and qualification under Trainers Methodology Level I, ensuring their readiness to train and assess learners in their respective technical fields.
4. **develop a pool of accredited TESDA Competency Assessors** from DepEd who can uphold quality assurance in technical-vocational programs and support school-based assessment centers.
5. **foster alignment between DepEd and TESDA initiatives** in skills development and certification, promoting industry relevance, workforce readiness, and collaborative governance in the TVET sector.

3. The scholar-participants in this training are the recommended teachers who have met the criteria set forth in the memorandum. Pertinent details are found in the enclosures.

They are required to bring the following:

- a. Laptop;
 - b. Extension Cord;
 - c. Not expired National Certificate (NC);
 - d. Letter of Intent (LOI);
 - e. Scholarship Contract;
 - f. Workplace Application Plan (WAP) and
 - g. Approved Authority to Travel (ATT).
 - h. Medical Certificate (Valid for 3 Months)
4. Board and lodging, supplies and materials, registration/training costs, and assessment fee of the participants shall be charged to the Downloaded Funds for the 2024, all subject to the usual auditing rules and regulations.
5. Along this vein, the participants are entitled to earn Service Credits when the training falls on Saturdays, Sundays and Holidays in accordance with DO 53, s. 2003 "Granting of Vacation Service Credits to Teachers" and the non-teaching personnel is entitled to compensatory time-off. Further, teacher-participants shall adhere to Regional Memorandum No. 25, s. 2023, known as Regional Policy Guidelines in the



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Substitution of Classes and Granting of Service Credits to strengthen time on tasks and minimize disruption of classes.

6. For clarification, contact, Pedelina O. Huevos, Education Program Supervisor, CLMD at (082)-222-2653 or pedelina.huevos@deped.gov.ph.
7. Immediate dissemination of this Memorandum is highly desired.

ALLAN G. FARNAZO
Director IV

Encl.: As stated:

ROH9/maba

DEPARTMENT OF EDUCATION RO
RECORDS SECTION
RELEASED

By: [Signature]
Date: Nov. 04, 2020
121460



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Enclosure 1

LIST OF PARTICIPANTS

**CONDUCT OF BATCH 5 TRAINING ON TRAINERS METHODOLOGY LEVEL I AND
COMPETENCY ASSESSORS' ACCREDITATION FOR SHS-TVL, JHS-SPTVE, AND
JHS-TLE TEACHERS**

Duration: November 5-11, 2025 (7 days) – Face to face training
November 12-30, 2025 (19 days) – Online Platform /synchronous/asynchronous
December 1-7, 2025- (7 days) - Face to face training and assessment
December 8-11, 2025 - (4 days)- National Assessment

A. Regional Office XI

No.	Name	Functional Division	Position
1	Allan G. Farnazo	ORD	Director IV
2	Rebonfamil R. Baguio	ORD	Assistant Regional Director
3	Cristy C. Epe	SDS	Schools Division Superintendent
4	Neima Lyn R. Barnija	HRDD-RNEAP	Chief Education Supervisor
5	Mary Jeanne B. Aldeguer	CLMD	Chief Education Supervisor
6	Pedelina O. Huevos	CLMD	Education Program Supervisor
7	Isidra B. Despi	HRDD	Education Program Supervisor
8	Glen L. Villonez	HRDD	Education Program Supervisor
9	Rubilyn A. Dee	QAME/QAD	Education Program Supervisor
10	Leonard Ray E. Castillon	HRDD	Education Program Specialist II
11	Maureen Ava B. Acuna	HRDD-RNEAP	Education Program Specialist II
12	Hannah Camille M. Cabrera	HRDD- RNEAP	ADAS III
13	Kirstine Fheb B. Yamomo	HRDD	ADAS I
14	Rubilyn A. Dee	QAME/QAD	Education Program Supervisor
15	Marisol C. Presores	ORD-ICTU	Computer Maintenance Technologist
16	Jill Michelle C. Ano, RN	SDO-Davao City	Nurse II
17	Raymund D. Pedregosa, RN	SDO-Davao City	Nurse II
18	Mary Garce B. Chicote, RN	SDO-Davao City	Nurse II
19	Melonia C. Macarayan, RN	SDO-Davao City	Nurse II
20	Roxanne O. Jugarap, RN	SDO-Davao City	Nurse II



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Department of Education
DAVAO REGION

No.	Name	Functional Division	Position
21	Angeli C. Diaz, RN	SDO-Davao City	Nurse II
22	Jasmin S. Betinol, RN	SDO-Davao City	Nurse II
23	Kenneth V. dela Victoria, RN	SDO-Davao City	Nurse II
24	Nelia Ann D. Sebellino, RN	SDO-Davao City	Nurse II
25	Raquel V. Rubia, RN	SDO-Davao City	Nurse II
26	Jasmin S. Betinol, RN	SDO-Davao City	Nurse II
27	Resource Speaker	TESDA	Head Trainer
28	Resource Speaker	TESDA	Head Trainer
29	NEAP Representative	NEAP CO	NEAP CO
30	TECS Representative	TECS CO	TECS CO
31	BLD Representative	BLD CO	BLD CO
TOTAL			31

B. Schools Division Office (SDO)

No.	Division	Scholar Participant	TOTAL
1	Davao City	7	7
2	Davao del Sur	8	8
3	IGACOS	7	7
4	Tagum City	6	6
5	Davao del Norte	6	6
6	Davao de Oro	7	7
7	Mati City	7	7
8	Davao Oriental	7	7
9	Digos City	6	6
10	Panabo City	9	9
11	Davao Occidental	5	5
TOTAL		75	75
GRAND TOTAL			106



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DAVAO REGION

Enclosure 2

ACTUAL PARTICIPANTS' PROFILE SHEET

No.	Name	Position	Schools Division Office	Qualifications on National Certificate II (NC II)/ Specialization
SDO- Davao City				
1	Solidia, Rodeliza G.	Teacher 1	Telesforo NHS/ Davao City	Agricultural Crops Production (NC III)
2	Bolo, John Allen D.	Teacher 1	Upian NHS/ Davao City	Agricultural Crops Production (NC III)
3	Adan, Jerell B.	Teacher II	Elias B. Lopez Memorial NHS	Food and Beverage Services (NC II)
4	Delos Santos, Mona E.	Teacher I	Tapak NHS/ Davao City	Cookery (NCII)
5	Cornito, Ma. Sheba H.	Teacher III	A.L. Navarro NHS Davao City	Wellness Massage (NC II)
6	Bardinas, Lorelie D.	Teacher III	Talomo NHS/Davao City	Cookery (NC II)
7	Naranja, Noemi C.	Teacher I	Lower Tamugan NHS / Davao City	Dressmaking (NC II)
SDO-Panabo City				
8	Sinugbuhan, Gevelyn G.	Teacher 1	Little Panay NHS/Panabo City	Computer Systems Servicing (NC II)
9	Idausos, Jade L.	Teacher II	Little Panay NHS/Panabo City	Bread and Pastry Production (NC II)
10	Laude, Bernadette		Kauswagan NHS/Panabo City	Computer Systems Servicing (NC II)
11	Alegado, Eddie Boy II L.	Teacher I	Panabo City NHS/Panabo City	Shielded Metal Arc Welding (NC II)
12	Demetillo, Karen D.	Teacher I	San Vicente NHS/Panabo City	Bread and Pastry Production (NC II)
13	Escote, Florene Mae B.	Teacher I	San Vicente NHS/Panabo City	Computer Systems Servicing (NC II)
14	Suyao, Bylthlane B.	Teacher II	Don Esteban Dasalla NHS/ IGACOS	Front Office Services (NC II)
15	Caisip, Lory Joy A.	Teacher I	Gamban Dadatan NHS/ IGACOS	Front Office Services (NC II)
16	Lobitos, Richelle B.	Teacher I	Gamban Dadatan NHS/ IGACOS	Housekeeping (NC II)



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Department of Education
DAVAO REGION

No.	Name	Position	Schools Division Office	Qualifications on National Certificate II (NC II)/ Specialization
SDO-The Island Garden City of Samal				
17	Genotivo, Welmer M.	Teacher I	Nieves Villarica NHS/IGACOS	Bread and Pastry Production (NC II)
18	Lucasia, Corazon N.	Teacher I	Sta. Cruz NHS/IGACOS	Bread and Pastry Production (NC II)
19	Balbin, Marriezole G.	Teacher I	Nieves Villarica NHS/IGACOS	Food and Beverage Services (NC II)
20	Cambarihan, Daisy P.	Teacher I	Nieves Villarica NHS/IGACOS	Food and Beverage Services (NC II)
21	Getigan, Jimmy Jr. T.	Teacher I	Leonardo B. Canillo National High School/IGACOS	Automotive Servicing (NC II)
22	Caisip, Lory Joy A.	Teacher I	Tagpopongan National High School/IGACOS	Front Office Services (NC II)
23	Lobitos, Richelle B.	Teachyer I	Gamban Dadatan National High School	Housekeeping (NC II)
SDO-Tagum City				
24	Almendras, Harold P.	Teacher I	Tagum National Trade School/Tagum City	Food and Beverage Services (NC II)
25	Mata, Roman Regin F.	ALS SHS Teacher	Pandapan Integrated /Tagum City	Cookery (NC II)
26	Suico, Edhel Bryan C.	Administrative Assistant II	Pandapan Integrated /Tagum City	Housekeeping (NC II)
27	Dejito, Nova Jane A.	Teacher I	Tagum National Trade School/Tagum City	Dressmaking (NC II)
28	Gamas, Joenamae A.	Teacher I	Tagum National Trade School/Tagum City	Computer Systems Servicing (NC II)
29	Tidoy, John Rey P.	Teacher I	Tagum National Trade School/Tagum City	Computer Systems Servicing (NC II)
SDO-Davao del Norte				
30	Villacuer, Marlon E.	Teacher I	Dujali NHS/Davao del Norte	Electrical Installation & Maintenance
31	Agreda, Richie G.	Teacher I	Carmen NHS/Davao del Nort	Shielded Metal Arc Welding (NC II)
32	Atanacio, Jelvin P.	Teacher I	Carmen NHS/Davao del Norte	Shielded Metal Arc Welding (NC II)



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No.	Name	Position	Schools Division Office	Qualifications on National Certificate II (NC II)/ Specialization
33	Lanzaderas, Ruffa Mae B.	Teacher I	Marsman NHS/Davao del Norte	Computer Systems Servicing (NC II)
34	Palgan, Jerlie B.	Teacher I	Antonio v. Fruto Sr. National High School	Organic Agriculture (NC II)
35	Zabala, Theresa G.	Master Teacher II	Sagayen National High School /Davao del Norte	Cookery (NC II)
SDO-Davao de Oro				
36	Cabesas, Christine T.	Teacher I	Atty. Orlando S. Rimando National High School/Davao de Oro	Computer Systems Servicing (NC II)
37	Lumacang, Lee Mart M.	Teacher II	Consuelo M. Valderrama NHS /Davao de Oro	Computer Systems Servicing (NC II)
38	Quintana, Ruena D.	Teacher II	Bango NHS / Davao de Oro	Computer Systems Servicing (NC II)
39	Cabug-Os, Mercy D.	Teacher I	Bango NHS / Davao de Oro	Computer Systems Servicing (NC II)
40	Balidio, Raul	Teacher I	Compostela National High School/Davao de Oro	Computer Systems Servicing (NC II)
41	Fundador, Roylou	Teacher I	Compostela National High School/Davao de Oro	Electrical Installation and Maintenance
42	Palua, Jhonrey B.	Teacher I	Diosdado Macapagal NHS /Davao de Oro	Dressmaking
SDO- Digos City				
43	Fat, Mary Grace B.	Teacher I	Soong National High School/Digos City	Bread and Pastry Production (NC II)
44	Hemperoso, Febie Marie J.	Teacher I	Kapatagan National High School/Digos City	Electrical Installation and Maintenance
45	Guian, Grace Joy C.	Teacher II	Digos City National High School/Digos City	Organic Agriculture Production
46	Taruc, Ziena Rodette J.	Teacher I	Digos City National High School/Digos City	Food and Beverage Services (NC II)
47	Valleser, Elsie S.	Teacher II	Digos City National High School/Digos City	Dressmaking (NC II)
48	Pindoy, Aileen A.	Teacher II	Digos City National High School/Digos City	Bread and Pastry Production (NC II)



Republic of the Philippines
Department of Education
DAVAO REGION

No.	Name	Position	Schools Division Office	Qualifications on National Certificate II (NC II)/ Specialization
SDO-Davao Occidental				
49	Segovia, Rey Anthony B.	Teacher I	Balangonan NHS/Davao Occidental	Housekeeping (NC II)
50	Donganio, Rey Anthony C.	Teacher I	John Martin Jhonson NHS/Davao Occidental	Agri-Crop Production
51	Beltran, Psyche Mae D.	Teacher I	Emeliano Fontanares Sr NHS/Davao Occidental	Food and Beverage Services (NC II)
52	Supot, Ressel Anne G.	Teacher II	Lacaron NHS/Davao Occidental	Bread and Pastry Production
53	Templa, Tiara Diadem B.	Master Teacher I	Demolok Valley NHS/Davao Occidental	Demolok Valley NHS
SDO-Davao del Sur				
54	Aballe, Carlou Jay E.	Teacher I	Fedrico Yap NHS/Davao del Sur	Electrical Installation and Maintenance
55	Carumba, Reginald	Teacher I	New Katipunan NHS/Davao del Sur	Bread and Pastry Production (NC II)
56	Manong, Carlo G.	Teacher I	Matanao NHS/Davao del Sur	Food and Beverage Services (NC II)
57	Quiapo, Allan L.	Teacher I	Matanao NHS/Davao del Sur	Bread and Pastry Production
58	Uga, Sheryl	Teacher I	Marber NHS	Cookery (NC II)
59	Via, Ritchie C.	Teacher I	Tacul Ahricultural High School/Davao del Sur	Bread and Pastry Production (NC II)
60	Camallere, Ellen Mae C.	Teacher I	Gov. Nonito D. Llanos Sr. National High School/Davao del Sur	Bread and Pastry Production (NC II)
61	Duran, Ledlyn	Teacher I	Gov. Nonito D. Llanos Sr. National High School/Davao del Sur	Shielded Metal Arc Welding (NC II)



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No.	Name	Position	Schools Division Office	Qualifications on National Certificate II (NC II)/
SDO-Mati City				
62	Maglinte, Emilyn B.	Teacher I	Doña Rosa G. Rabat Memorial National High School/ Mati City	Computer Systems Servicing
63	Fernandez, Jurie S.	Teacher I	Culian Integrated School/ Mati City	Computer Systems Servicing
64	Lopez, Sheryl S.	Teacher I	Doña Rosa G. Rabat Memorial National High School/ Mati City	Masonry
65	Eliseo, Andro Jim E.	Teacher I	City of Mati National High School/ Mati City	Food and Beverage Services
66	Nudalo, Shaina Joy M.	Teacher I	Mayo National High School/ Mati City	Tourism Promotion Services
67	Petere, Marielle P.	Teacher I	Dawan NHS/ Mati City	Tourism Promotion Services
68	Billona, Amanda C.	Teacher I	Mayo National High School/ Mati City	Housekeeping
SDO- DAVAO ORIENTAL				
69	Manatad, Avian R.	Teacher I	Evaristo Moralizon NVHS/Davao Oriental	Masonry (NC II)
70	Acaso, Francis C.	Teacher I	Evaristo Moralizon NVHS/Davao Oriental	Masonry (NC II)
71	Maynagcot, Randy L.	Teacher I	Evaristo Moralizon NVHS/Davao Oriental	Bread and Pastry Production (NC II)
72	Julian, Hanie Gay G.	Teacher I	Baganga National High School/ Davao Oriental	Housekeeping (NC II)
73	Canal, Sanny Boy O.	Teacher I	Baganga National High School/ Davao Oriental	Front Office Services (NC II)
74	Pajes, Charmie Love P.	Teacher I	Macangao Agricultural Vocational High School/Davao Oriental	Bread and Pastry Production (NC II)
75	Pili, Jennycel M.	Teacher I	Caraga NHS/Davao Oriental	Cookery (NC II)
75	GRAND TOTAL			



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Enclosure 3

TRAINING MATRIX

CONDUCT OF BATCH 5 TRAINING ON TRAINERS METHODOLOGY LEVEL
I AND COMPETENCY ASSESSORS' ACCREDITATION FOR SHS-TVL, JHS-
SPTVE, AND JHS-TLE TEACHERS

Duration: November 5-11, 2025 (7 days) – Face to face training
November 12-30, 2025 (18 days) – Online Platform,
synchronous/asynchronous
December 1-7, 2025- (7 days) - Face to face training and assessment
December 8-11, 2025 - (4 days)- National Assessment

Strategy:

Training for SHS Technical and Vocational Livelihood (TVL) Teachers on Trainers Methodology (TM) Level 1 adopts hybrid mode of training, as there will be 7 days face to face training, 19 days non-face to face/asynchronous, and another 7 days face to face training. The training and assessment shall be provided by experts and assessors from Technical Education and Skills Development Authority (TESDA) being the only authorized agency to conduct such training and assessment.

Program of Activities:

No.	Indicative Calendar of Activities	Module Title	Modality
1	Plan Training Session (Presentation) -Session Plan -Competency Based Learning Materials (CBLM) -Evidence Plan -Table of Specification	2025	Face-to-Face
2	Maintain Training Facilities (Presentation)	2025	Face-to-Face
3	Supervise Work Based Learning	2025	Face-to-Face
4	Utilize Electronic Media Facilitating Learning (Presentation) -Power Point Presentation -Video related to Session	2025	Face-to-Face
5	Portfolio Completion Workshop	2025, (Asynchronous)	Online



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No.	Indicative Calendar of Activities	Module Title	Modality
6	Facilitate Learning Sessions - (Presentations/Demonstrations)	, 2025	Face-to-Face
7	Submission of Printed Portfolio Documents	2025	Face-to-Face
8	Conduct of Competency Assessment -(Presentations/Demonstrations)	2025	Face-to-Face
9	Conduct Institutional Assessment in FLS and CCA	2025	Face-to-Face
10	National Assessment	2025	Face-to-Face

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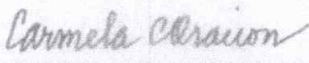
OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM

DM-OUHROD-2025-0791

TO : Regional Directors
Schools Division Superintendents
HRDD Chiefs/NEAP R Focal Persons
All Others Concerned

FROM : 
WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development


CARMELA C. ORACION
Assistant Secretary
Human Resource and Organizational Development
(National Educators Academy of the Philippines)

SUBJECT : BATCH 5 TRAINING ON TRAINERS METHODOLOGY LEVEL I
AND COMPETENCY ASSESSORS' ACCREDITATION FOR SHS-
TVL, JHS-SPTVE, AND JHS-TLE TEACHERS

DATE : 26 March 2025

1. The National Educators Academy of the Philippines (NEAP) will conduct the **Batch 5 Training on Trainers Methodology (TM) Level I and Competency Assessors' Accreditation for Senior High School - Technical-Vocational-Livelihood (SHS-TVL), Junior High School - Special Program for Technical-Vocational Education (JHS-SPTVE), and Junior High School - Technology and Livelihood Education (JHS-TLE) Teachers** from July to August 2025 at selected TESDA Accredited Training Centers nationwide.
2. The training aims to equip SHS-TVL, JHS-SPTVE, and JHS-TLE teachers in the regions with the necessary knowledge, attitude, values, and skills in accordance with the prevailing standards in the Technical-Vocational Education and Training (TVET) sector. It covers the competencies required of Technical-Vocational Trainers to perform based on TESDA's Training Regulation of Trainers Methodology I in the following areas:
 - a. Planning training sessions;
 - b. Facilitating learning sessions (with e-Learning);

- c. Supervising work-based learning;
 - d. Conducting competency assessment;
 - e. Maintaining training facilities; and
 - f. Utilizing electronic media in facilitating training.
3. Further, the Competency Assessors Accreditation seeks to enhance the capability of schools to deliver high quality training and assessment aligned with TESDA standards. This paves the way for a sustainable cycle of professional development, where certified assessors can facilitate and evaluate future batches of TM Level I trainees, consequently addressing identified training gaps.
 4. In nominating participants, Regional Offices (ROs) and Schools Division Offices (SDOs) must consider their specific needs and priorities. Each RO shall nominate SHS-TVL, JHS-SPTVE, and JHS-TLE teachers based on the following qualifications:
 - a. **For TM Level I (SHS-TVL, JHS-SPTVE, and JHS-TLE Teachers)**
 - Holder of National Certificate (NC) II or III with validity at least until 2026
 - Has not participated in or completed any TM Level I training
 - Physically, mentally, and emotionally fit to undergo the 33-day training and assessment
 - b. **For Competency Assessors' Accreditation (TM Level I Passers – DepEd or Non-DepEd Scholars)**
 - Practitioner of the occupation/trade or a teacher/instructor/trainer in the trade area for at least 2 years, or as defined in the Implementing Guidelines of the qualification
 - Candidates without required industry work experience shall be granted Provisional Accreditation, subject to guidelines promulgated by the TESDA Board for the purpose
 - Holder of NC at the same or higher level of qualification for which the assessors are accredited
 - Holder of TM Level I Certificate and/or Certificate of Competency (COC) 2 – Conduct of Competency Assessment
 - Fluent in the language of the examination (both oral and written)
 - Has assisted in the conduct of actual assessment as follows:
 - New applicant-competency assessor must have conducted actual assessment (also known as “loading” of at least 1 assessment schedule), with a minimum of 5 candidates until requirements for becoming Competency Assessor are met, under the supervision of a Lead Assessor
 - Accredited competency assessors in related qualifications shall only be required to conduct actual assessment/loading to at least 2 candidates under the supervision of a Lead Assessor

5. The following table shows the numbers of participants for TM Level I and Competency Assessors' Accreditation per region. For TM Level I, the number of participants is determined based on the number of untrained teachers, with priority given to regions with greatest need. On the other hand, Competency Assessors' Accreditation participants are evenly distributed across all regions, focusing on passers from Batches 1 to 3. Non-DepEd scholars may also be considered.

Region	Number of Participants	
	Batch 5 TM Level I	Competency Assessors' Accreditation
I	50	75
II	50	75
III	50	75
IV-A	100	75
IV-B	50	75
V	100	75
VI	100	75
VII	50	75
VIII	100	75
IX	100	75
X	75	75
XI	75	75
XII	50	75
XIII	100	75
CAR	100	75
NCR	50	75
Total	1,200	1,200
Grand Total	2,400	

6. Each RO shall accomplish and submit the following documents (in Excel format only) to the NEAP Central Office through the link <https://tinyurl.com/Batch5TM1-Documents> on or before **06 June 2025**:

- Enclosure 1** – Advance List of Batch 5 TM Level I Participants
- Enclosure 2** – Advance List of Competency Assessors' Accreditation Participants
- Enclosure 3** – Implementation Plan
- Enclosure 4** – Suggested Training Program Matrix

7. Please refer to the following for the other required documents and further important details:

- Enclosure 5** – Selected TESDA Accredited Training Centers per Region (which serve as designated venue options for the programs)
- Enclosure 6** – Letter of Intent
- Enclosure 7** – Scholarship Contract
- Enclosure 8** – Undertaking
- Enclosure 9** – Workplace Application Plan

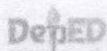
- f. **Enclosure 10** – *Program Completion Report*
- g. **Enclosure 11** – *Program Physical Report Attachment*
- h. **Enclosure 12** – *Terms of Reference of all Concerned Offices/Units/Focal Persons (including Deadline of Submission of Required Documents)*

8. Expenses relative to program implementation such as board and lodging, travel expenses, training registration costs, assessment fees, training supplies and materials, and internet allowance of participants shall be charged against RO-downloaded funds, while travel expenses of resource persons, training managers and assistants, and NEAP representatives will be covered through direct payment, subject to the existing auditing rules and regulations. ROs may design a mechanism towards the efficient implementation of the program.
9. Moreover, teacher-participants shall be entitled to Service Credits in accordance with DepEd Order No. 013, s. 2024 titled *Revised Guidelines on the Grant of Vacation Service Credits for Teachers*. Likewise, non-teaching personnel including Division Chiefs may avail of Compensatory Time-Off under CSC-DBM Joint Circular No. 2, s. 2004 titled *Non-Monetary Remuneration for Overtime Services Rendered*, on account of their direct involvement in the TM I training. ROs and SDOs are expected to strongly support the participation of their teacher representatives in the training. In all cases, adherence to the **No Disruption of Classes Policy** must be observed.
10. Should you have questions and concerns, please coordinate with **NEAP Scholarship Secretariat** through email neap.pdd@deped.gov.ph / scholarships@deped.gov.ph or landline (02) 8715-9919.
11. For immediate dissemination and appropriate action.

Copy furnished:

OFFICE OF THE SECRETARY
OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING
OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

W



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Effectivity	03.23.2023	Page	4 of 4





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Department of Education

Enclosure 1

Advance List of TM 1 Participants

Program/Course Title:		Batch 5 Trainers Methodology 1 (TM1) and Competency Assessors' Accreditation for Senior High School Technical-Vocational Livelihood (SHS-TVL), Junior High School Special Program for Technical-Vocational Education (JHS-SPTVE), and Junior High School TLE (JHS TLE) Teachers				
Name (Last Name, First name, Middle Initial)	Gender	Position Level (Teacher I – III, Master Teacher I – IV, Principal I – IV, etc.)	Current Role/Designation (SHS-TVL/JHS-SPTVE/JHS TLE)	Region	Division	School Name

Note: This must be uploaded in Excel format only.



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Department of Education

Enclosure 2

Advance List of Competency Assessors' Accreditation Participants

Program/Course Title:		Batch 5 Trainers Methodology 1 (TM1) and Competency Assessors' Accreditation for Senior High School Technical-Vocational Livelihood (SHS-TVL), Junior High School Special Program for Technical-Vocational Education (JHS-SPTVE), and Junior High School TLE (JHS TLE) Teachers					
Name (Last Name, First Name, Middle Initial)	Gender	Position Level (Teacher I – III, Master Teacher I – IV, Principal I – IV, etc.)	Current Role/Designation (SHS-TVL/JHS-SPTVE/JHS TLE)	Number of Candidates Assisted during the Actual Assessment	Region	Division	School Name

Note: This must be uploaded in Excel format only.



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Department of Education

Enclosure 3

IMPLEMENTATION PLAN

Batch 5 Trainers Methodology 1 (TM1) and Competency Assessors' Accreditation for Senior High School Technical-Vocational Livelihood (SHS-TVL), Junior High School Special Program for Technical-Vocational Education (JHS-SPTVE), and Junior High School TLE (JHS TLE) Teachers			
Region:	Duration of Training:	Venue of Training:	Downloaded Fund:
Regional Supervisor:		Designation and Official Station:	
NEAP Representative:		Designation and Official Station:	
TESDA Resource Person:		Designation and Official Station:	
Objective of Training: The training aims to equip SHS-TVL and JHS-SPTVE teachers with the necessary knowledge, attitudes, values, and skills in accordance with the prevailing standards in the technical-Vocational Education and Training (TVET) sector.			
Pre-requisite/s for Trainees: When selecting participants, Regional Offices (ROs) and Schools Division Offices (SDOs) must consider their specific needs and priorities. Each RO shall endorse teachers who meet the following qualifications: • Holder of National Certificate (NC) II or III with validity at least until 2026; • Has not participated in or completed any TM 1 training; and • Physically, mentally, and emotionally fit to undergo the 33-day training and assessment.			
Course Background/Introduction:			



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Department of Education

Training shall follow a 10/13/10 days or 10 days Face-to-Face, 13 days Asynchronous, 10 days Face-to-Face cycle based on the indicative training program prepared under DM-OUHROD-2025-_____ titled Batch 5 Trainers Methodology 1 (TM1) And Competency Assessors' Accreditation For SHS-TVL, JHS-SPTVE, and JHS TLE Teachers.			
Work Plan:			
Activities/Strategies	Resource Needed	Personnel Involved	Expected Output
Pre-implementation Phase			
Consultation with TESDA Officials		TESDA Officials and EPS - TVL R	Request Letter Acceptance Letter
Preparation of Required Documents	Required Documents • WFP (PMIS) • Authority to Conduct • Purchase Request • Request Letter (certificate, QAME, Vehicle) • RBA • Authority to Procure • Justification for not using Government Facilities • Collective Proposal • Regional Memorandum • Justification to BAC	EPS-CLMD, CLMD Chief, Finance Officer, HRDD and QAD Chief, Personnel, BAC Committee, ARD, and RD	All required documents as stated in QMS.



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Screening and Orientation of Participants	• Online Orientation		
Preparation of Training Kits and transaction with representative of the venue	Training kits and hotel Agreements	EPS and Venue Coordinator	Training Kits and Agreement
Implementation Phase			
Phase I: 10 Days Face-to-Face Training [Date]	All training resources	Trainees, EPS, CLM chief, ARD, RD, NEAP, and TESDA personnel	Expected Training Output
Phase II: 13 Days Asynchronous Training [Date]			
Phase III: 10 Days Face-To-Face Training [Date]			
Post Implementation Phase			
• Preparation of Program Completion Report and Program Physical Report Attachment • Submission of documents for payment • Reporting of Result of the activity to CLMD Division • Process Review	Office Supplies	Technical working Group, EPS, CLM chief, HRDD, ARD, and RD	End of Program Evaluation Certificate of Achievement and Training



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Remarks: *(meetings and other preparations may be included)*

Prepared by:

Program Owner
Regional EPP, TLE/SPTVE, TVL, & SHS Supervisor

Approved by:

Chief, CLMD



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Department of Education

Enclosure 4

Batch 5 Trainers Methodology 1 (TM1) for Senior High School Technical-Vocational Livelihood (SHS-TVL), Junior High School Special Program for Technical-Vocational Education (JHS-SPTVE), and Junior High School TLE (JHS TLE) Teachers

SUGGESTED TRAINING PROGRAM MATRIX
Target Date (To be approved by the Regional Office)

Guidepost 1:

- Training matrix will serve as guide for Trainers/Resource Persons, Program Managers and Participants
- All Saturdays and Sundays will be scheduled as independent learning activity for the participants.
- All sessions shall have working/non-working AM and PM snacks.

Month, Day (Day 1 Opening and Orientation)

TIME	ACTIVITIES	TIME	ACTIVITIES
8:00 am – 9:00 am	✓ Arrival of Participants ✓ Settling-in and Registration	9:30 am – 10:00 am	Administrative Matters
		10:00 am – 11:00 am	Course Overview and Assessment Arrangement
		11:00 am – 12:00 nn	The Phil. TVET System: An Overview
9:00 am – 9:30 am	✓ Opening Program (by Region) • Welcome Remarks • Direction Setting (by BLD) • Participants Introduction • House Rules • Training Briefer	12:00 pm – 1:00 pm	Lunch Break
		1:00 pm – 5:00 pm	Competency 1: Plan Training Session Workshop 1
		6:00 pm – 8:00 pm	Dinner



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Department of Education

TRAINING PROGRAM MATRIX
Phase I – [Date]
Face-to-Face Platform (10 Days)

Time	Date (Day) (Day 2)	Date (Day) (Day 3)	Date (Day) (Day 4)	Date (Day) (Day 5)	Date (Day) (Day 6)	Date (Day) (Day 7)	Date (Day) (Day 8)	Date (Day) (Day 9)	Date (Day) (Day 10)
8:00 am – 8:15 am	Management of Learning								
8:15 am – 10:00 am	Competency 1 Continuation of Workshop 1	Competency 2 Utilize Electronic Media in Facilitating Training	Competency 3 Facilitate Learning Sessions	Continuation of Workshop 3	Competency 4 Conduct Competency Assessment	Competency 5 Maintain Training Facilities	Continuation of Workshop 5 ➤ Reading Assignment ➤ Portfolio Preparation	Competency 6 Supervise Work-based Learning	Skills Demonstration of Conducting Assessment
10:00 am – 10:15 am	Health Break								
10:15 am – 12:00 pm	Continuation of Workshop 1	Workshop 2	Workshop 3	Continuation of Workshop 3	Workshop 4	Workshop 5	Continuation of Workshop 5 ➤ Portfolio Preparation	Workshop 6	Institutional Summative Assessment
12:00 pm – 1:00 pm	Lunch Break								
1:00 pm – 5:00 pm	Competency 1 Assessment	Competency 2 Assessment	Continuation of Workshop 3	Competency 3 Assessment	Competency 4 Assessment	Continuation of Workshop 5 ➤ Reading Assignment	Competency 5 Assessment	Competency 6 Assessment	Institutional Summative Assessment
Expected Output	Training Session	Competency 2	Facilitation of Learning	Competency 3	Competency 4 Skills		Competency 5 Skills Assessed	Competency 6 Skills Assessed	6 competencies learned and



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	Prepared and Competency 1 Skills Assessed	Skills Assessed	Sessions learnt	Skills Assessed	Assessed	➤ Portfolio Preparation			assessed
Officer of the Day	by Region	by Region	by Region	by Region	by Region	by Region	by Region	by Region	by Region

TRAINING PROGRAM MATRIX

Phase II – [Date]

Modular Platform – (13 days) Portfolio Development Synchronous/Asynchronous Activities

Guidepost 2:

- All teacher participants will develop their individual portfolio with the guidance from the trainer during **Synchronous / Asynchronous Activities for 13 days duration of Phase II.**
- Trainers will guide each teacher participant on the expected outcome of the portfolio for all COC 1-6 and training delivery.
- Trainers will group the participants (break out groupings) for the scheduled demonstration and portfolio checking.
- All sessions shall have working/non-working AM and PM snacks.

Date	<i>Non-Face-to-Face Synchronous/Asynchronous (13 Days) Portfolio Development</i>	
	8:00 am – 8:15 am	8:15 am – 5:00 pm
Date (Day 11)	MOL	Preparation of Individual Portfolios
Date (Day 12)	MOL	Competency 1 – Plan Training Session
Date (Day 13)	MOL	Preparation of Individual Portfolios
Date (Day 14)	MOL	Competency 2 – Utilize Electronic Media in Training Facilitation
Date (Day 15)	MOL	Preparation of Individual Portfolios
Date (Day 16)	MOL	Competency 3 – Facilitate Learning Sessions
Date (Day 17)	MOL	Preparation of Individual Portfolios
Date (Day 18)	MOL	Competency 4 – Conduct Competency Assessment
Date (Day 19)	MOL	Preparation of Individual Portfolios
		Competency 5 – Maintain Training Facilities



Republika ng Pilipinas
Department of Education

Date (Day 20)	MOL	
Date (Day 21)	MOL	Preparation of Individual Portfolios
Date (Day 21)	MOL	Competency 6 – Supervise Work-based Learning
Date (Day 23)	MOL	Preparation of Individual Portfolios Competency 6 (Conduct Competency Assessment)

TRAINING PROGRAM MATRIX

Phase III – [Date]

Face-to-Face Platform (10 days)

Date	Activities		
	8:00 am – 8:15 am	8:15 am – 5:00 pm	
Date (Day 24)	MOL	Trainers Inputs Demo Teaching for COC 1 and COC 2	Checking, Enhancement and Consolidation of Portfolios
Date (Day 25)	MOL	Trainers Inputs Demo Teaching for COC 1 and COC 2	
Date (Day 26)	MOL	Participant Demo Teaching for COC 1 and COC 2	
Date (Day 27)	MOL	Participant Demo Teaching for COC 1 and COC 2	
Date (Day 28)	MOL	Participant Demo Teaching for COC 1 and COC 2	
Date (Day 29)	MOL	Participant Demo Teaching for COC 1 and COC 2	
Date (Day 30)	MOL	Participant Demo Teaching for COC 1 and COC 2	
Date (Day 31)	MOL	Preparation for the National Assessment	
Date (Day 32)	MOL	Post-test and Preparation for the National Assessment	
Date (Day 33)	MOL	Closing Program	
		i. <u>Pre-Closing</u> - o Clearing House and National Assessment Schedule - o Future Initiatives - o Administrative and Financial Matters	



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Department of Education

		ii. <u>Closing Proper</u> ○ Closing Remarks ○ Impressions ○ Pledge of Commitment (BLD text) ○ Community Singing	
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Module Titles Summary	
<u>COC 1- Delivery of training session</u> 1. Plan Training Session 2. Utilize Electronic Media in Training Facilitation 3. Facilitate Learning Sessions 4. Maintain Training Facilities 5. Supervise Work-based Learning	<u>COC 2</u> 1) <u>Conduct Competency Assessment</u>

Prepared by:

Program Owner
Regional EPP, TLE/SPTVE, TVL, & SHS Supervisor

Approved by:

Chief, CLMD



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Department of Education

Enclosure 5

Selected Accredited TESDA Training Institutions

REGION	INSTITUTION
CAR	Cordillera State Institute of Technical Education
I	Marcos Agro Industrial School
I	Pangasinan School of Arts and Trades
I	Luciano Millan Memorial School of Arts and Trades
II	Isabela School of Arts and Trades
II	PTC Quirino
II	Southern Isabela College of Arts and Trades
III	Korea -Philippines Information Technology Training Center
III	Concepcion Vocational School
III	Provincial Training Center Tarlac
IV-A	RPTESDC- Cainta
IV-A	PTC Paliparan
IV-A	Quezon National Agricultural School
IV-A	LLDA Provincial Training Center
IV-A	Jacobo Z. Gonzales Memorial School of Arts and Trades
IV-A	Provincial Training Center - San Antonio
IV-B	Rizal Occidental Mindoro TESDA Training and Accreditation Center
IV-B	Torrijos Poblacion School of Arts and Trades
IV-B	Simeon Suan Vocational and Technical College
IV-B	Provincial Training Center - Romblon
IV-B	Romblon National Institute of Technology
NCR	TESDA Navotas Training Institute
NCR	TESDA Manila Training and Assessment Center
V	Regional Training Center - Pili
V	San Francisco Institute of Science and Technology
V	Camarines Sur Institute of Fisheries and Marine Sciences
V	Masbate Institute of Fisheries and Technology
VI	New Lucena Polytechnic College
VI	Dumalag Vocational Technical School
NIR	Lazi Technical Institute
VII	RTC Cebu
VII	PTC Bilar
VIII	Regional Training Center - Tacloban
VIII	Samar National School of Arts and Trades



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Department of Education

VIII	Balangiga National Agricultural School
VIII	Cabucgayan National School of Arts and Trades
VIII	Balicuatro College of Arts and Trades
VIII	Calubian National Vocational School
VIII	Provincial Training Center - Catarman Northern Samar
IX	RTC Zamboanga Peninsula
IX	Dipolog School of Fisheries
IX	Zamboanga Sibugay Polytechnic Institute
X	Cagayan de Oro (Bugo) School of Arts and Trades
X	RTC Iligan
X	PTC Lanao del Norte
X	Carmelo C. Delos Cientos Sr. National Trade School
XI	RTC KorPhil Davao
XI	Davao Oriental Polytechnic Institute
XII	Gen. Santos National School of Arts and Trades
XII	Gen. Santos National School of Arts and Trades
XII	Gen. Santos National School of Arts and Trades
CARAGA	Regional Training Center - Butuan
CARAGA	Surigao del Norte College of Agriculture and Technology
CARAGA	Northern Mindanao School of Fisheries
CARAGA	Agusan del Sur School of Arts and Trades
BARMM	Regional Manpower Development Center



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Department of Education

Enclosure 6

Letter of Intent

[Insert date]

[NAME OF HEAD OF OFFICE OF GOVERNANCE LEVEL]

[Position]

[Office]

[Address]

Dear **XXXX**,

Greetings!

This is (insert your full name), (position) in (bureau/service/unit/office/school name).

I am writing to signify my interest to register and/or apply for the (scholarship program) offered by (sponsoring institution).

If accepted, I am willing to maintain academic standards and shall faithfully abide with the program requirements and prescribed terms and conditions of the scholarship program/contract and the rules and regulations enforced by the university/training institution.

I certify that all documents I submitted are true and correct and I shall take full responsibility and accountability on the validity and authenticity of the same. I understand that any violation will automatically disqualify me from the selection process, and I may be subjected to appropriate legal action warranted by applicable laws.

Thank you.

Very truly yours,

[NAME OF APPLICANT]

[Position]

[Official Station of Applicant]

Endorsed by:

[Name of SH/ASDS/ARD/NEAP/BHROD Director]

[Position]

Approved/Disapproved by:

[NAME OF HEAD OF OFFICE OF GOVERNANCE LEVEL]

[Position]



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Department of Education

Enclosure 7

SCHOLARSHIP CONTRACT

This Scholarship Contract, is entered into this _____ day of _____, _____ at _____, Philippines, by and between:

[NAME OF SCHOLAR], Filipino, of legal age and with residence at [HOME ADDRESS], [POSITION] of [SCHOOL / OFFICE / STATION], (hereinafter referred to as the "**SCHOLAR**")

-and-

The **DEPARTMENT OF EDUCATION**, herein referred to as "**DepEd**", an agency of the national government of the Republic of the Philippines, created by virtue of law, particularly Batas Pambansa Bldg. 232, otherwise known as the "Education Act of 1982," as amended by Republic Act No. 9155, otherwise known as the "Governance of Basic Education Act of 2001," with its field office at [ADDRESS] represented by its _____, **[NAME]**;

WITNESSETH THAT:

WHEREAS, Section 5 (4), Article XIV of the 1987 Philippine Constitution underscores the right of teachers to professional development, which states that: "*The State shall enhance the right of teachers to professional advancement. Non-teaching academic and non-academic personnel shall enjoy the protection of the State.*";

WHEREAS, DepEd is a government agency who is committed to facilitating the professional growth of its personnel and equipping them to address the evolving demands of the 21st century basic education delivery by offering scholarships to eligible personnel;

NOW, THEREFORE, for and in consideration of the foregoing, the PARTIES have agreed on the following:

I. NATURE OF THE SCHOLARSHIP

The training of Senior High School Technical-Vocational Livelihood (SHS-TVL), Junior High School Special Program for Technical-Vocational Education (JHS-SPTVE), and Junior High School TLE (JHS TLE) teachers on Trainers' Methodology Level 1 (TM 1) and Competency Assessors' Accreditation are key initiatives aimed at enhancing the competencies of educators in technical-vocational education. This training seeks to empower teachers with the skills and knowledge necessary to deliver competency-based training (CBT), ensuring alignment with industry standards and the demands of the 21st century. By strengthening the capacity of SHS-TVL, JHS-SPTVE, JHS TLE teachers, the program supports the Department of



Republika ng Pilipinas

Department of Education

Education's (DepEd) commitment to providing learners with practical, industry-relevant skills, preparing them for higher education, entrepreneurship, or immediate employment.

The Trainers' Methodology Level 1 (TM 1) training lasts for 33 days, while the Competency Assessors' Accreditation process may take several weeks to a few months, depending on the availability of training schedules, assessment slots, and TESDA's processing time.

II. DURATION OF SCHOLARSHIP

This scholarship grant on TRAINERS METHODOLOGY LEVEL 1 (TM 1) and COMPETENCY ASSESSORS' ACCREDITATION is delivered by the TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) through a combination of face-to-face and modular learning modalities from JULY-AUGUST 2025 (Inclusive timelines could be adjusted).

III. SCHOLAR'S PRIVILEGES AND ENTITLEMENTS

The Scholar shall be entitled to the following:

- a. TM 1 training and assessment fees of fifteen thousand three hundred sixty-five pesos (Php 15, 365.00) and board and lodging.
- b. Use of office equipment and facilities of the DepEd Academic Institution Partner (as deemed necessary).

IV. DUTIES AND RESPONSIBILITIES OF THE SCHOLAR

The SCHOLAR shall fulfill the following duties and responsibilities:

- a. Actively participate in the training program and comply with the training requirements;
- b. Must maintain eligibility requirements throughout the scholarship program;
- c. Conduct oneself in such a manner that will uphold the moral integrity and professionalism of a DepEd personnel and a public servant throughout the course;
- d. Present WAP Proposal to the Head of Office, Scholarship Committee, and Personnel Development Committee within two (2) months after program completion;
- e. Ensure WAP implementation and completion within the timeline stated in the plan;
- f. Fulfill his/her service obligation of six (6) months upon completion of the program;
- g. Apply knowledge, skills and learning experiences gained from the professional development courses or programs through Workplace Application Plan (WAP) implementation and sharing of expertise gained with other teachers in the school, district, division, or region during training, Learning Action Cells (LAC), conferences, etc.;
- h. Refund in full to DepEd such sums of money as may have been defrayed by the



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Department of Education

Philippine government for expenses incurred for having attended the program or course, such as but not limited to salaries and benefits received during the duration of the scholarship program, for deferring without approval, withdrawing from the scholarship program, and/or contract termination due to non-compliance with one's duties and responsibilities; and

- i. In the event of an extension of study due to personal oversight or negligence, pay the remaining fees for the subjects that have yet to be taken or completed.

V. DUTIES AND RESPONSIBILITIES OF DepEd

The Department shall fulfill the following duties and responsibilities:

- a. Ensure that the scholar's absence from the permanent official station, if needed, will not hamper the operational efficiency of the office/school; and
- b. Ensure that the scholar receives salary, allowances and other benefits as provided by law and/or scholarship contract.

VI. DEFERMENT/WITHDRAWAL

Deferment or withdrawal from enrolment or participation in the scholarship program or course must be with approval from the Head of Office through the submission of a formal letter with appropriate supporting documents. The Head of Office of the concerned governance level shall have the right to approve or disapprove all requests for deferment or withdrawal based on the following grounds.

- a. In case of serious illness with medical abstract issued by government physician government-accredited hospital or clinic;
- b. Force majeure or fortuitous event; and
- c. Other unavoidable circumstances considered meritorious by the PDC.

If the scholar suffers illness or injury, resulting in an inability to continue studies, it should be supported by a medical abstract issued by the government physician or government-accredited hospital or clinic stating:

- a. The nature and extent of the sickness or injury incurred or sustained by the scholar;
- b. Facts and actual circumstance surrounding the acquisition of, or giving rise to the sickness or injury; and
- c. That the illness was not the proximate result of the scholar's misconduct, gross negligence, use of prohibited drugs or alcoholic liquor.

VII. PENALTIES

DepEd scholar who defers without approval, withdraws from the scholarship program and/or whose scholarship contract is terminated due to non-compliance with his/her duties and responsibilities shall refund in full to DepEd such sums of money as may have been defrayed by the Philippine government in relation to the scholarship program or course but not limited to salaries and benefits received in the duration of the scholarship program. Such withdrawal may be due to any of the



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Department of Education

following:

- a. grantee's fault or willful neglect or causes within one's control;
- b. resignation or retirement from the service; and
- c. transfer to private entities.

VIII. EFFECTIVITY

This Scholarship Contract shall take effect upon signing/approval of the parties and shall be valid and binding until the completion of its purpose/s or unless earlier terminated by the Parties.

IN WITNESS WHEREOF, the Parties have signed this Scholarship Contract as of the date first above written.

[NAME]
[POSITION]
DepEd Scholar
Department of Education

[NAME]
[POSITION]
Immediate Supervisor/School Head

SIGNED IN THE PRESENCE OF:

[NAME]
[POSITION]
Head of Office/Governance Level

[NAME]
[POSITION]
[RO PDC Chairperson]

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

_____) S.S.

BEFORE ME, a Notary Public for and in _____ personally appeared the following:

Name	Government Issued ID (Details)	Date and Place Issued
Name of Scholar		

Known to me as the same person who executed the foregoing Scholarship Contract, signed by the PARTIES and their instrumental witnesses, and they acknowledged to me that the same is their free voluntary act and deed.



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Department of Education

This Scholarship Contract consists of ___ pages including the Annex and this page in which this acknowledgment is written, signed by the parties and their instrumental witnesses every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL, on the date at the place first written above.

NOTARY PUBLIC

Doc. No. _____
Page No. _____
Book No. _____
Series of 2025



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Department of Education

Enclosure 8

UNDERTAKING

I, [full name], [position] of [school, division, region], [age], [civil status], [citizenship], and residing at [address] after having been sworn in accordance with the law, do hereby depose and state that:

- b. I am fully aware of the Competency Assessors' Accreditation offered by the Department of Education, through the National Educator's Academy of the Philippines (NEAP), in partnership with Technical Education and Skills Development Authority (TESDA).
- c. I shall submit all the program or course requirements until its completion, commit to maintain academic standards and shall faithfully abide with the program requirements enforced by training institution.
- d. I shall maintain eligibility requirements throughout the scholarship program.
- e. I shall conduct myself in such a manner that will uphold the moral integrity and professionalism of a DepEd personnel and a public servant throughout the course.
- f. I shall apply knowledge, skills and learning experiences gained from the professional development courses or programs through knowledge sharing and/or transfer.
- g. Should I defer without approval, withdraw from the scholarship program and/or whose scholarship contract is terminated due to non-compliance with my duties and responsibilities shall refund in full to DepEd such sums of money as may have been defrayed by the Philippine government in relation to the scholarship program or course but not limited to salaries and benefits received during the duration of the scholarship program. Such withdrawal may be due to any of the following:
 - 1. fault or willful neglect or causes within one's control
 - 2. resignation or retirement from the service
 - 3. transfer to private entities
- h. I understand that any violation will automatically disqualify me from the scholarship program, and I may be subjected to appropriate legal action warranted by applicable laws.



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Department of Education

IN WITNESS WHEREOF, I have hereunto set my hand this ____ day of _____,
20__ at _____.

(Scholar's Name and Signature)

With the endorsement and approval of:

Schools Division Superintendent

SUBSCRIBED AND SWORN TO before me this ____ day of _____,
20__ in _____.

Regional Director



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Department of Education

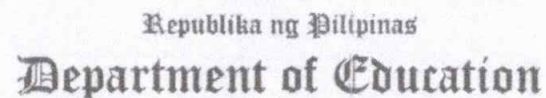
Enclosure 9

Workplace Application Plan (WAP) Template

Name of Learners		Office and Position	
Title of PD Programs		Date of Delivery	
		PD Program Provider	
Name of Immediate Supervisor		Office and Position	

Background and Rationale of WAP Plan:

Briefly describe why the WAP will be implemented. Identify the competency gaps that will be addressed and current performance level on key result area(s).



Briefly describe the intervention (e.g., type of special project, nature of committee and role of learners, etc.), and specify duration and offices where learner will be assigned, if appropriate. Use one to two paragraphs.

Application Objective State what the learner will be able to do by the end of the WAP, following ABCD (Audience-Behavior-Condition-Degree) guidelines.				
Learning Objectives (What learner be able to	Activities (Activities that learner	Timeline (Start-end of each	Learning Facilitator (Immediate Supervisor	Support/Resources (Office order, information,



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Department of Education

<i>do by the end of an activity/ learning session)</i>	<i>will engage in to meet each learning objective)</i>	<i>activity)</i>	<i>or peer assigned to guide learner)</i>	<i>etc. needed)</i>

Prepared by (name and position):	Learner's Signature	Date

Reviewed by (name and position):	Signature	Date

Approved by (name and position):	Learner's Signature	Date



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Department of Education

Enclosure 10

PROGRAM COMPLETION REPORT

Training Provider:		
Contact Person:		Designation & Office:
Contact No.:		Email Address:
Program/Course Title: Batch 5 Trainers Methodology 1 (TM1) and Competency Assessors' Accreditation for Senior High School Technical-Vocational Livelihood (SHS-TVL), Junior High School Special Program for Technical-Vocational Education (JHS-SPTVE), and Junior High School TLE (JHS TLE) Teachers		
Date/s of Conduct:		
Venue:		
Total No. of Participants:	Male:	Female:
Amount of Downloaded Fund:		
Unutilized Amount from Downloaded Fund: (If any)		
Executive Summary: <i>May include the program description and its objectives, and the daily proceedings of the conduct of the program.</i>		
M and E Analysis <i>Analysis should include:</i> • 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 – see Program Completion Report Attachment) <i>Strengths and areas for improvement should be identified in this section</i> <i>*Use separate page if necessary</i>		
General Comments and Issues Encountered <i>In this section make any general comments about the program and identify any issues encountered in relation to:</i>		
• its delivery - resource persons/ learning facilitators - participants - content of program - delivery strategies - training materials		• its management - prior to delivery - during the training proper



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Other issues:

Photo Documentation

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

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)

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 to investigate the authenticity of all the documents submitted.

I agree that DepEd-NEAP to be the co-owner of all the data gathered and the copyright of any publication of the use of this data.

Sign off by the Program/Course Manager or its equivalent.

P/C Manager:

Signature:

Date:



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Department of Education

Enclosure 12

Terms of Reference

Persons Involved	Terms of Reference
TM 1 Teacher-Participant	• Submits LOI, Scholarship Contract, Profile Sheet, and other necessary requirements • Actively participates, completes, and passes the training program
Competency Assessors' Accreditation Participant	• Submits LOI, Undertaking, Profile Sheet, and other necessary requirements • Successfully pass the Competency Assessors' Accreditation
SDO-TVL EPS/Focal	• Determines priorities and needs in the selection of nominees • Determines SHS-TVL, JHS- SPTVE, and JHS TLE teacher-nominees for TM I and Competency Assessors' Accreditation based on the qualifications indicated in the memo • Submits nominees to HRTD- SEPS requirement consolidation
SDO-HRTD SEPS	• Consolidates LOI and scholarship contract/undertaking • Submits/endorsees SDO nominees to RO CLMD
SDO-TVL EPS/Focal & SDO-HRTD SEPS	• Monitor participants' learning progress • Ensure submission and implementation of WAP • Submit Progress Report to RO- CLMD
RO-CLMD	• Validate, screen, and select qualified participants to TM1 • Submit to RO-HRDD the final list of participants, LOI and profiles
RO-HRDD	• Process participants' notarized contracts and submit to NEAP- CO, together with the LOI and Participants' Profile Sheets • Endorse to NEAP-CO approved nominees
RO-CLMD & RO-HRDD	• Plan and manage the budgetary expenditures for the conduct of TM1 • Assess and monitor participants' learning progress • Ensure the submission of WAP • Conduct program implementation review (monitoring and evaluation) of teacher recipient of the TM1 Training for the provision of relevant learning and development intervention
NEAP-CO	• Approve nominees from the ROs • Create a database of all qualified participants. • Consolidate Participants' Profile Sheet, LOI, and Contracts • Hold coordination meeting with TESDA, CO, RO, SDO focals, and BLD-TLD • Monitor and evaluate program implementation • Monitor participants' learning progress • Provide NEAP report on the learning progress and pre and pos assessment



Republika ng Pilipinas
Department of Education

Process and Timeline of Submissions

Documents	Person/Office to Submit	Office to Receive	Reference Template	Deadline
Advance List of Qualified Participants	RO-Focal	NEAP Central Office Upload to the assigned folder via this link: https://tinyurl.com/BatchSTM1-Documents *Data Profiling Link for Reference: https://tinyurl.com/TM1DataProfilingReference	Enclosures 1 and 2	06 June 2025
Letter of Intent (LOI)	SHS-TVL, JHS-SPTVE, and JHS TLE teacher-applicants	SDO-TVL EPS/Focal for consolidation and endorsement to SDO-HRTD SEPS	Enclosure 6	15 June 2025
Consolidated LOIs and Participants' (nominees) Profile Sheets	SDO-HRTD SEPS	RO-CLMD for validation, screening, selection and endorsement to RO-HRDD	Enclosure 6	22 June 2025
Consolidated LOIs	RO-HRDD	NEAP Central Office	Enclosure 6	27 June 2025
Copies of Notarized Contracts and Undertaking of qualified participants *Scholarship Contract for TM I Participants *Undertaking for Competency Assessors' Accreditation Participants	RO-HRDD	Upload to the assigned folder via this link: https://tinyurl.com/BatchSTM1-Documents Profile Sheet for Participants: *Participants must also upload their signed LOIs and Notarized Contracts and/or Undertaking through this link: https://tinyurl.com/BatchSTM1-AssessorsProfile	Enclosures 7 and 8	



Republika ng Pilipinas
Department of Education

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Republika ng Pilipinas
Department of Education

Process and Timeline of Submissions

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Advance List of Qualified Participants	RO-Focal	NEAP Central Office Upload to the assigned folder via this link: https://tinyurl.com/Batch5TM1-Documents *Data Profiling Link for Reference: https://tinyurl.com/TM1DataProfilingReference	Enclosures 1 and 2	06 June 2025
Letter of Intent (LOI)	SHS-TVL, JHS-SPTVE, and JHS TLE teacher-applicants	SDO-TVL EPS/Focal for consolidation and endorsement to SDO-HRTD SEPS	Enclosure 6	15 June 2025
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Copies of Notarized Contracts and Undertaking of qualified participants *Scholarship Contract for TM I Participants *Undertaking for Competency Assessors' Accreditation Participants	RO-HRDD	Upload to the assigned folder via this link: https://tinyurl.com/Batch5TM1-Documents Profile Sheet for Participants: *Participants must also upload their signed LOIs and Notarized Contracts and/or Undertaking through this link: https://tinyurl.com/Batch5TM1-AssessorsProfile	Enclosures 7 and 8	