



Republic of the Philippines
Department of Education
REGION VI- WESTERN VISAYAS
SCHOOLS DIVISION OF SAGAY CITY

FEB 20 2025

DIVISION MEMORANDUM

No. 135, s. 2025

**NOMINATION TO THE ASIAN INSTITUTE OF MANAGEMENT'S POST GRADUATE
CERTIFICATE IN MANAGEMENT FOR EDUCATION
LEADERS TRAINING PROGRAM**

To: Asst. Schools Division Superintendent
Chief Education Supervisors – CID and SGOD
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Attached is MEMORANDUM OM-OUOPS-2025-0317 from the Office of the Secretary for the **NOMINATION TO THE ASIAN INSTITUTE OF MANAGEMENT'S POST GRADUATE CERTIFICATE IN MANAGEMENT FOR EDUCATION LEADERS TRAINING PROGRAM**, for your reference.
2. For more information about this activity, you may contact Jecen A. Despi, EPS II-HRD at this number, 0906-219-1019 or email at jecen.despi@deped.gov.ph
3. It is understood that in the conduct of this activity, there shall be no discrimination on account of age, school, gender, civil status, disability, religion, or other similar factors, or personal circumstances that run counter to the principles of equal opportunity.
4. Immediate and wide dissemination of this Memorandum is desired.

DANNIE CLARK M. UGUIL, CESE
Assistant Schools Division Superintendent
OIC- Schools Division Superintendent



Enclosure : As stated
Reference : MEMORANDUM OM-OUOPS-2025-0317
Allotment : N/A
No. of Pages: _____
To be indicate in the **Perpetual Index** under the following subjects:
Scholarship

FN: HRD/SGOD



Republika ng Pilipinas

Department of Education

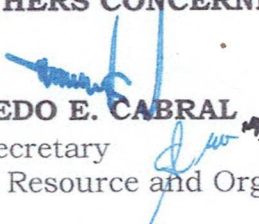
OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM

DM-OUHROD-2025-0317

FOR: UNDERSECRETARIES
ASSISTANT SECRETARIES
BUREAU AND SERVICE DIRECTORS
REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED

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

SUBJECT: **NOMINATION TO THE ASIAN INSTITUTE OF MANAGEMENT'S POST GRADUATE CERTIFICATE IN MANAGEMENT FOR EDUCATION LEADERS TRAINING PROGRAM**

DATE: 05 February 2025

The Department of Education (DepEd) is committed to nurturing the skills and competencies of DepEd personnel through various Learning and Development (L&D) interventions. This initiative supports the Department's 5-Point Reform Agenda by strengthening governance structures that promote an efficient and responsive education system, ensuring that DepEd-CO employees continue to have access to relevant and high-impact L&D interventions.

In view of this, the Department is **now opening its nomination** to the training program of the Asian Institute of Management (AIM) for education leaders focusing on various areas that may significantly contribute towards the achievement of the organizational goals and outcomes.

The **Post Graduate Certificate in Management for Education Leaders (PGCMEL)** aims to:

1. Equip future leaders and managers of DepEd with essential skills in critical, futures, and design thinking, as well as project management and effective communication skills to tackle projects and future challenges;
2. Provide opportunity for DepEd personnel in improving their problem-solving skills using the Define, Measure, Analyze, Improve, and Control (DMAIC) framework, enabling them to systematically identify, analyze, and address

framework, enabling them to systematically identify, analyze, and address organizational challenges for sustainable enhancements in efficiency and excellence; and

3. Enhance leadership abilities in managing human capital based on established leadership models and practices within the Department of Education's structure, systems, processes, and services.

The PGCMEI will be conducted in three (3) batches. Please see details below for the tentative schedule and venue of these batches:

Category		Batch 1	Batch 2	Batch 3
Target Participants		Central Office and Luzon cluster	Visayas cluster	Mindanao cluster
Schedule	Module 1	March 3 to 7, 2025 (Face-to-Face AIM Campus)	March 31 to April 4, 2025 (Face-to-Face Venue TBA)	May 5 to 9, 2025 (Face-to-Face Venue TBA)
	Module 2 + 2 ALP Mentoring	March 10, 12, 14, 17, and 19, 2025 (Live Virtual)	April 7, 9, 11, 14, and 16, 2025 (Live Virtual)	May 12, 14, 16, 19, and 21, 2025 (Live Virtual)
	Module 3 with Graduation	March 24 to 28, 2025 (Face-to-Face AIM Campus)	April 21 to 25, 2025 (Face-to-Face Venue TBA)	May 26 to 30, 2025 (Face-to-Face Venue TBA)

Enclosed in this Memorandum are the following:

Annex A – Nominees Qualifications

Annex B – PGCMEI Application Procedures

Annex C – Evaluation / Assessment Criteria

Annex D – Program Design and Other Relevant Information on PGCMEI

For any concerns or clarifications, kindly contact the following BHRD-HRDD personnel at (02) 8470-6630 or through email at bhrd.hrdd@deped.gov.ph:

For Central Office - Ms. Riza May Fortunato

For Regional and Schools Division Offices - Mr. Siljohn Rey Salazar

For your information and guidance.

Attached: as stated

Copy Furnished:

Office of the Secretary

ANNEX A

NOMINEES QUALIFICATIONS

1. **Permanent** DepEd employees with **SG 18 and up** position **without Master's Degree** and is performing as a unit head/officer-in-charge/supervising officer in DepEd for at least one (1) year.
2. Must be in government service for at least two (2) years, the last year being qualified under item 1 of this qualification.
3. High performing and high potential (HHP) employees
4. Attained Very Satisfactory or Outstanding performance rating for the past two years
5. Must not have any ongoing or pending completion of post-graduate studies at the time of application
6. Did not go on habitual leave (maximum of 2 months/year)
7. Must be in good health (no debilitating, chronic illnesses, or serious health condition)
8. Without pending administrative and/or criminal case
9. Has access to a computer with reliable internet and video streaming capabilities.
10. Highly motivated to complete the course requirements, including attending face-to-face and virtual live sessions and committing to collaborating with group members in accomplishing the Action Learning Project (ALP).
11. Willing to extend a few hours in addition to the live session to timely submit individual and group activities
12. Must render at least a year of service in DepEd after completion of the Program through a Service Obligation Contract
13. The table below shows the available slots in the Central and Regional Offices for the three (3) batches of the program. Regional Offices **may nominate more** than the indicated number of available slots provided that the nominees passed the regional screening.

Batch 1	Batch 2	Batch 3
<ul style="list-style-type: none">• CO – 10 slots• Region I – 5 slots• Region II – 5 slots• Region III – 5 slots• Region IV-A – 5 slots• Region IV-B – 5 slots• Region V – 5 slots• CAR – 5 slots• NCR – 5 slots	<ul style="list-style-type: none">• Region VI – 17 slots• Region VII – 17 slots• Region VIII – 16 slots	<ul style="list-style-type: none">• Region IX – 10 slots• Region X – 10 slots• Region XI – 10 slots• Region XII – 10 slots• Region XIII (Caraga) – 10 slots
50 total slots	50 total slots	50 total slots

ANNEX B

PGCMEL APPLICATION PROCEDURES

To manage the application of participants for the PGCMEI, please be advised of the following details and procedures:

PART I: PROCEDURES

I. APPLICATION

1. All Central and field office nominees must follow these steps:
 - a. Accomplish the online application form through this link: <https://tinyurl.com/PGCMELApplication> using your **DepEd email address**;
 - b. Upload the following necessary documents:
 - i. Approved Nomination signed by the Head of Office;
 - a. For **Central Office** – Division Chief/Office Head
 - b. For **Regional and Division Offices** – Regional Director
 - ii. Application and Critical Essay Form;
 - iii. Individual Performance Commitment and Review Form (IPCRF) in the **last two (2) rating periods**; and
 - iv. Updated Personal Data Sheet and Work Experience Sheet

Note: All forms and templates can be found through this link: <https://tinyurl.com/PGCMELForms>

2. The deadline of application is scheduled as follows:

- Batch 1 – **February 19, 2025, 5:00 p.m.**
- Batch 2 – **March 3, 2025, 5:00 p.m.**
- Batch 3 – **April 1, 2025, 5:00 p.m.**

Note: the BHROD-HRDD shall strictly adhere to the deadline stated above to ensure timely processing of submitted applications.

II. EVALUATION

1. All applications for PGCMEI shall be assessed by the BHROD as the Secretariat of the Personnel Development Committee (PDC), through the HRDD. Due to limited slots, an evaluation/assessment criteria listed in **Annex C** shall be used in determining the most qualified nominees.
2. Further evaluation / assessment may be conducted to pre-selected nominees as required by the PDC.

III. NOTIFICATION AND CONFIRMATION

1. The BHROD-HRDD shall notify, through the official DepEd email address, the DepEd employees who have been selected as the official participants for the PGCMEI. This notification email shall include further details of the program, deadline for confirmation of participation, and additional documentary requirements, if necessary.
2. Upon receipt of the email, the concerned DepEd employees **must confirm** their participation by replying to the notification email and submit the **hardcopies of the required documents with wet signature** to the

BHROD-HRDD Office, Room 411, 4th Floor, Mabini Building, within the set deadline.

3. In addition to the documentary requirements listed in item 1, the concerned CO employee **must also submit** a copy of their approved Travel Authority attached to their confirmation email for all face-to-face schedules. Please see table below for required document for each learning modality of the PGCMEI:

LEARNING MODALITY	ATTENDANCE	REQUIRED DOCUMENT
a. Face-to-Face	Official travel	Approved Travel Authority
b. Live Virtual	Official time*	None

**If the program schedule falls on a workday, CO employees shall spend their official time to attend the live virtual sessions*

IV. **WITHDRAWAL OF PARTICIPATION**

1. Identified participants who initially confirmed their participation but decided to withdraw their slot from the said program must inform the BHROD-HRDD through the same email thread of the email notification **at least two (2) weeks** from the scheduled conduct of the participant's batch. Participant must also attach in his/her email a justification letter approved by his/her head of office stating the reason for withdrawal from the program. Failure to comply shall be subject to payment of fees as stated in **Part III** of this Annex.

V. **PROCESSING OF PAYMENT AND OFFICIAL REGISTRATION**

1. The registration fees of all participants for the PGCMEI shall be processed by the BHROD-HRDD and to be charged under the Organizational and Professional Development for Non-Teaching Personnel (OPDNTN) Fund, subject to existing budgeting, accounting, and auditing rules and regulations. Meanwhile, travel expenses to be incurred by the participants during the face-to-face sessions shall be charged against local funds of the office under which the participant serves.
2. Only those DepEd employees who complied with the above-mentioned procedures and successfully submitted the complete documentary requirements within the set deadline shall be **officially registered** as PGCMEI participants.
3. The BHROD-HRDD shall be responsible for submitting the official list of participants to AIM.

VI. **MONITORING AND COMPLIANCE**

The BHROD-HRDD shall be responsible for the following:

1. Continuously monitor the progress and attendance of all participants in each batch.
 2. Coordinate with participants who is failing to meet the 80% attendance and course requirement to provide intervention and ensure 100% completion.
-

3. Facilitate refund of all expenses incurred from the participants who will fail to complete the course.

PART II: RESPONSIBILITIES OF THE ACCEPTED PARTICIPANTS

1. Attendance

- a. Attendance will be checked all throughout each session. Participants who arrive late will be considered tardy. **Two tardiness constitute an absence.**
- b. The PGC MEL requires each participant to have **at least 80% attendance.** Failure to reach 80% attendance shall be removed from the training and pay the necessary fees as indicated in **Part III** of this Annex.

2. Class Participation

- a. Class participation is a **MUST**. Participants are expected to share their insights whenever there are class discussions.
- b. All participants are requested to put on their cameras throughout the duration of the online sessions.
- c. Each participant must timely submit all course outputs and requirements to ensure full participation to the program.

3. Work Turnover and Proper Decorum

- a. Identified participants must endorse all pending deliverables to the selected employee who will take over of the tasks/responsibilities while the participant attends the program.
- b. Each participant is expected to maintain lawful and moral conduct so as not to bring disgrace or dishonor to themselves and the DepEd.

4. Service Obligation

- a. After completion of the PGC MEL program, each participant shall serve the Department under **compulsory service obligation of one (1) year**, starting the day after the completion of program to ensure return of investment (ROI) and facilitate application of learning.
- b. No employee shall be authorized to apply for any scholarship or external L&D program until after rendering the required service obligation on the previous grant attended.

PART III: SANCTIONS

1. Sanctions shall be imposed on all accepted participants who will commit the following:
 - a. Failure to comply with any of the specified responsibilities outlined above;
 - b. Withdrawing from the program without notifying the BHROD-HRDD at least two (2) weeks in advance; and/or
 - c. Fulfilling less than 50% of the required service obligation due to personal fault, willful neglect, or voluntary resignation.
2. Accepted participants who meet any of the above-mentioned conditions shall be subject to the following sanctions:

- a. Refund the full amount of benefits granted, including but not limited to registration fees, travel expenses, other allowable costs, salaries, and any other emoluments received during the program.
 - b. Be disqualified from participating in future scholarships or L&D programs for a period of one (1) year.
3. Meanwhile, proportionate refund shall be allowed, provided that the applicant has served at least 50% of his/her total service obligation. As such, refund shall be computed as follows:

$$R = \frac{(SOR - SOS) \times TCR}{SOR}$$

Where R = Refund
 TCR = Total compensation received (salary, registration fee, travel and other allowable expenses, etc.)
 SOR = Service Obligation Required (in days)
 SOS = Service Obligation Served (in days)

- a. Abolition of the office;
 - b. Involuntary phase-out of the position being held by the identified participant due to reorganization; or
 - c. Death or permanent disability.
 4. Refund of all expenses may be condoned in case of illness or health reasons, or separation from government due to:
 5. Mode of payment whether installment basis and/or through salary deduction shall not exceed three (3) years. The applicant must secure an approval to the Chair of the Personnel Development Committee (PDC) by submitting a letter of request for installment/salary deduction before the payment/deduction has been made.
-

ANNEX C

EVALUATION / ASSESSMENT CRITERIA

Criterion	Weight	Computation																																		
A. Essay Content and Writing Quality	50%	$\sum \left(\frac{\text{Component score}}{5} \times \text{Component Weight} \right)$ (Please see Annex C1 for rubrics)																																		
B. Performance Rating (PR)	15%	(PR)/5 x 15																																		
C. Frequency of Availment of previous trainings (in-house or external) and/or scholarships funded by the Department in the last five (5) years	15%	Frequency Table: <table><tr><th>Percentage (%)</th><th>No. of Trainings and/or Scholarships attended in the last 5 years</th></tr><tr><td>15</td><td>0</td></tr><tr><td>14</td><td>1</td></tr><tr><td>13</td><td>2</td></tr><tr><td>12</td><td>3</td></tr><tr><td>11</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>9</td><td>6</td></tr><tr><td>8</td><td>7</td></tr><tr><td>7</td><td>8</td></tr><tr><td>6</td><td>9</td></tr><tr><td>5</td><td>10</td></tr><tr><td>4</td><td>11</td></tr><tr><td>3</td><td>12</td></tr><tr><td>2</td><td>13</td></tr><tr><td>1</td><td>14</td></tr><tr><td>0</td><td>15 or more</td></tr></table>	Percentage (%)	No. of Trainings and/or Scholarships attended in the last 5 years	15	0	14	1	13	2	12	3	11	4	10	5	9	6	8	7	7	8	6	9	5	10	4	11	3	12	2	13	1	14	0	15 or more
Percentage (%)	No. of Trainings and/or Scholarships attended in the last 5 years																																			
15	0																																			
14	1																																			
13	2																																			
12	3																																			
11	4																																			
10	5																																			
9	6																																			
8	7																																			
7	8																																			
6	9																																			
5	10																																			
4	11																																			
3	12																																			
2	13																																			
1	14																																			
0	15 or more																																			
D. Length of service in DepEd	10%	n = no. of years in DepEd N = maximum no. of years of service in the DepEd among nominees 10 = maximum percentage attainable by each nominee $n/N \times 10$																																		
E. Other Factors, such as but not limited to: <ul style="list-style-type: none">Professional experience and achievementsleadership and management skillsGood character and commitment to public serviceOther factors as determined by the screening committee	10%	N/A																																		
TOTAL	100%	-																																		

ANNEX C1

RUBRICS FOR CRITERIA A:

Component	%	Excellent (5 points)	Satisfactory (4 points)	Good (3 points)	Needs Improvement (2 points)	Unsatisfactory (1 point)
Content Relevance & Depth	15	The essay demonstrates deep understanding , originality, and strong critical thinking. Arguments are well-supported with relevant examples or evidence.	The essay presents sound understanding and relevant content, with some critical thinking and adequate support.	Content is somewhat relevant but lacks depth or originality. Limited critical thinking is demonstrated.	The essay lacks substantial content , with weak arguments and minimal critical thinking.	The essay is off-topic, superficial, or lacks substance , with no clear argument or evidence.
Clarity	10	Ideas are clearly and effectively expressed with well-structured sentences and appropriate word choice.	Ideas are mostly clear , with minor wording or sentence construction issues.	Some parts of the essay are unclear or difficult to follow due to awkward phrasing.	Many sentences are confusing or lack clarity, making comprehension difficult.	The essay is hard to understand due to poor wording and sentence structure.
Conciseness	10	The essay is highly concise , with every word serving a purpose. No unnecessary repetition or filler content.	The essay is mostly concise , with minimal wordiness or redundancy.	Some wordiness or repetition is present but does not significantly detract from the message.	The essay is overly wordy or repetitive, making it less effective in delivering the message.	The essay is excessively wordy , repetitive, and unfocused, significantly hindering readability.
Consistency & Coherence	10	The essay is well-organized , with logical sequencing and smooth transitions between ideas.	The essay is mostly well-structured , with only minor lapses in organization.	Some inconsistencies in structure and weak or missing transitions affect readability.	The essay lacks a clear structure , making it difficult to follow.	The ideas are disjointed and incoherent , making the essay difficult to understand.
Grammar, Mechanics & Formatting	5	The essay is free from grammatical, spelling, or punctuation errors and adheres perfectly to formatting guidelines.	The essay has a few minor errors but remains clear and mostly well-formatted.	Noticeable grammar and spelling errors are present but do not significantly affect readability.	Frequent errors in grammar, spelling, or punctuation make reading difficult.	Numerous errors in grammar, spelling, and formatting make comprehension very difficult.
TOTAL	50					