



Division Advisory No. 48 s. 2022
October 210, 2022

In compliance with DepEd Order (DO) No. 8, s. 2013
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd officials,
personnel/staff, as well as the concerned public.
(Visit www.depedcdo.net)

**LEADERS OF LEARNING: SCHOOL SUPERVISION & LEADERSHIP
IN NEW NORMAL**

Center for Human Research & Development Foundation Inc., an authorized NEAP learning Service Provider is inviting teachers and school leaders on the professional development program and courses.

Participation in this activity shall be on a voluntary basis. As such, participants themselves shall shoulder any registration fees and travel/incidental expenses. Further, their participation shall be subject to the non – disruption of classes policy stipulated in DepEd Order No. 9, s. 2005 Titled ‘Instituting Measures to Increase Engaged Time – on – Task and Ensuring Compliance therewith”, section 3 of Republic Act No. 5546 (Policy on Contributions), and DepEd Order No. 66, s. 2017 (Policy on Off –Campus Activities).

Attached is a copy of the invitation from the CHRDF Professional Development Inc. for the specific details.

DMSA/Professional Development Programs
October 21, 2022



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (08822)-8550048
Email: cagayandeoro.city@deped.gov.ph



Center for Human Research & Development Foundation Inc.

7-B Cavite Street Barangay Paltok West Ave., Quezon City 1100 Philippines Tels.: (632) 83719083 (632) 83321114
Email: chrdf.inc@gmail.com Website: www.chrdf.org.ph/teachers

October 20, 2022

Human Resource Development Department Office

Schools Division Office

Thru: **The Office of the Schools Division Superintendent**
Department of Education

Dear Sir/ Madam:

Greetings in the name of continuing education and lifelong learning!

Consistent with DepEd Order no. 1 s. 2020, otherwise known as *Guidelines for NEAP Recognition of Professional Development Programs and Courses for teachers and School Leaders*, we are very pleased to present to you the 7 National Educator Academy of the Philippines (NEAP) recognized professional development programs and courses of our organization. They earned the approval in the offering of these programs and courses after the NEAP Central office through its Quality Assurance Division certified that every topic was aligned with the Professional Development Plan (PDP) of the Department of Education and to Philippine Standards for Professional Teachers (PPST) and Philippine Professional Standards for School Heads (PPSSH).

In light of DEPED Order no. 30 s. 2021 on multi-year implementing guidelines on the allocation and utilization of the human resource development fund for teachers and school leaders, we can customize your package according to your own preference. CPD credit units for licensed teachers will be applied for in every program. The price of our training programs can be adjusted according to the number of participants that the SDOs and Ros will commit per conduct. These programs can be delivered via online and/or in-person.

Attached in this letter is the certificate of recognition of our NEAP recognized programs for teachers and school leaders. Please feel free to contact me at 09989925601 or email me at chrdf.inc@gmail.com.

On behalf of our organization's officers, I thank you for your kind attention and we look forward to our partnership in the coming days.

Sincerely yours,

Jeffrey M. Mayor, LPT
Program Director

Center for Human Research & Development Foundation [CHPDF] Inc.

7-B Cavite Street Barangay Paltok West Ave., Quezon City 1100 Philippines Tels.: (632) 3719083 (632) 3321114

Email: chrdf.inc@gmail.com Website: www.chrdf.org.ph/teachers

Program: Leaders of Learning: School Supervision & Leadership in the New Normal			
Program designed for	School Leaders	CPD credit units	For accreditation
Program Recognition No.: PD-2021-0023-0706			
Program Description		This program is designed to acknowledge various challenges brought by the learning crisis amid the pandemic. The courses in this program are designed to further appreciate the relationship and significant role of Professional Learning Communities in the form of effective conduct of Learning Action Cell in schools and using school-wide action research as intervention to address various challenges in the implementation of the Learning Continuity Plan. Through research-based practices in collaborative approach in solving school problems, the creation of the school improvement plan stems from collective experiences of all school stakeholders, especially the learners and the teachers. By the end of this Program, participants will be able to: 1. Demonstrate knowledge and understanding in the process of creating a data-driven school improvement plan for the contextualized planning and implementation of the Learning Continuity Plan. 2. Initiate or continue professional development for teachers through effective planning, implementation and evaluation of Learning Action Cell that enhance teachers' strengths and address performance gaps in the teaching-learning process. 3. Develop necessary skills as a school leader in identifying teachers' strengths, capabilities, and potentials in order to initiate school-wide action research as a tool in gathering data for school improvement and possible policy evaluation through data-driven actions and decision making. 4. Design a collaborative school improvement plan inclusive of all the experiences of the school and community addressing concerns of all school stakeholders especially the teachers and the learners. 5. Apply principles and enabling laws in creating operational plans that ensures occupational safety.	
Duration	Topic	Session Coverage	
4 hours	Leading Schools Strategically in the time of Crisis	Address emerging school concerns in the implementation of the flexible and blended learning	
5 hours	Environment, Security, Safety and Health in the Workplace	risk reduction and resilience in school campus	
5 hours	Social Emotional Learning for School Leaders	SEL competencies, stress management	
5 hours	Improving Open & Distance Learning through Professional Learning Communities	Goals and Purpose of Learning Action Cell, Professional Learning Communities	
5 hours	Solving Distance Education Challenges through Action Research	Building culture of research, Creating research agenda	
5 hours	Creating a Data-Driven School Improvement Plan	Making connections with data and enhancement of teaching, learning and school leadership and management	

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Program: Reimagining Education through Effective Curriculum Implementation			
Program designed for	Teacher I-III	CPD credit units	For accreditation
Program Recognition No.: PD-2021-0024-0706			
Program Description	This program is designed to help teachers on how to manage, contextualize and localize the curriculum. The different courses within this program are highly significant to ensure that the standards within the K to 12 curriculum is achieved by the learners. This will be done by revisiting the purpose of the curriculum, exploring the different approaches in the implementation of the content standards and learning competencies and improvement in the preparation of learning plans in areas of unpacking standards, setting of learning objectives and content curation. By the end of this Program, participants will be able to: 1. Show clear understanding on how the curriculum responds to students' various learning needs and contexts by performing an interdisciplinary approach in unpacking learning standards and competencies. 2. Change the role of a traditional teacher who just delivers content to being a content curator of learning in purposively designing and unfolding of the specific essential competencies set by the Department of Education in self-learning modules and lessons. 3. Apply various strategies in the alignment of specific learning objectives, instructional activities and assessment from the Most Essential Learning Competencies (MELCs) using integrated or emergent curriculum approach. 4. Contextualize the Learning Plans to MELC outcomes cognizant of the remote learning constraints and difficulties by incorporating learner-centered principles and research-based practices. 5. Create instructional plans that are learner-centered by nature to enhance students' engagement in the learning process.		
Duration	Topic	Session Coverage	
4 hours	Defining the Curriculum	DEPED Order no. 021 s. 2019 Understanding the Curriculum Support System K12 Curriculum Review Results	
5 hours	Contextualizing the Curriculum	Curricular Contextualization CORD's REACT Strategy Learning Experience Design to Enhance Instructional Materials	
5 hours	Unpacking the Curriculum	Unpacking of MELCs Alignment of Learning Objectives, Instructional Activities and Assessment	
5 hours	Interdisciplinary Curriculum Implementation	Professional Learning Community Interdisciplinary Approach Performance Task using GRASPS	
5 hours	Learner-Centered Approach for Curriculum Implementation	Learner-Centered Education Design Thinking Learning Plan using UbD	

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Program: Learner-Centered Education as Key to Meaningful Teaching & Learning			
Program designed for	Master Teacher I-III	CPD credit units	For accreditation
Program Recognition No.: PD-2021-0025-0727			
Program Description	This program is designed to provide capacity building for Master Teachers I-III in the area of instructional leadership. As their duties and responsibilities include mentoring and guiding co-teachers in content delivery and teaching skills difficulties, conduct demonstration teaching to share effective teaching techniques or strategies, initiate improvement in instructional program, introduce innovative teaching approaches and strategies, perform regular class monitoring using observation tools and conduct of post-conference with teachers for feedback on teaching-learning process. We believe that this program will surely help them fulfill their daunting tasks. By the end of this Program, participants will be able to: 1. Demonstrate a practical understanding of major concepts, theoretical perspectives and empirical researches on learner-center education. 2. Critically evaluate the current teaching practices like instructional planning for module, online and blended learning modalities using learner-centered principles as a model; 3. Facilitate critical discussion on the traditional teaching and learning method via a vis research-based pedagogical approach on educational psychology fit for K-12 education; 4. Make informed inferences about the appropriateness of the learner-centered education teaching model in specific educational contents, varied learners and learning environments; and 5. Apply learner-centered principles and various educational psychology principles in designing learning activities such as formative and summative assessment while developing the 21st century competencies.		
Duration	Topic	Session Coverage	
5 hours	Exploring Learner- centered Psychological principles	APA Learner-Centered Psychological Principles Framework	
5 hours	Psychological Principles in K12 Education	Top 20 Psychological principles from PreK-12 Teaching and Learning	
5 hours	Teaching Diverse Learners	Principles of Learning, Differentiated Instruction Recalibrating Self-learning module	
5 hours	Designing Learner- Centered Instruction	Functionality of Content in ODL and blended learning modalities Use of the Understanding by Design	

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Program: Gender Equality for Education		
Program designed for	Teacher I-III	CPD credit units for accreditation
Program Recognition No.: PD-2021-0026-0727		
Program Description	This new course offering is based on the increasing need to better understand and address gender related issues of young people in their everyday lives. The course is designed to equip teachers, administrators, guidance counsellors, community youth organizers, social workers, and organizations with youth programs, to better support youth wellbeing. It provides an in-depth appreciation of young people's views of gendered social expectations and their ways of coping. The course is directed at engaging participants in a holistic understanding of the support that young people need to feel safe and secure regardless of their gender and sexuality. The topics include gender issues of the youth related to mental health, addressing gender discrimination in schools, and creating gender responsive and inclusive social environments for student/youth wellbeing. By the end of this Program, participants will be able to: 1. Gain an in-depth understanding of the emerging gender-based issues in their everyday lives such as multiple burden, economic marginalization, political subordination, gender stereotyping, gender-based violence, double standard, and sexist language; 2. Engage in critical discussion on how gender equity is relevant in schools, communities, economic development, national and international policies; and 3. Integrate gender-fair language and gender-equity themes in learning activities and in development of instructional materials.	
Duration	Topic	Session Coverage
4 hours	Gender Perspectives and Practices	Presentation of emerging views on sex and gender, various gender issues
4 hours	Child's Rights and Welfare	Understand the importance of using Child Rights perspectives and framework in working with children
4 hours	Online Sexual Abuse and Exploitation of Children	Identify educator's roles and the different skills and strategies needed in handling cases of Online Sexual Abuse and Exploitation of Children (OSAEC)
4 hours	Understanding and Upholding Safe Spaces	Enhance skills based on RA11313 or Safe Spaces Act on how to fight Gender-based Violence through Socio-virtual Movements amidst online harassment, gender-based hate crimes, porn revenge and other forms of sexual harassment.
4 hours	Addressing Gender Related Challenges in the Community	Discuss emerging issues and challenges related to sexual health (SDT, HIV, AIDS, Teenage pregnancy, Family planning)
4 hours	Promoting Gender-Fair Education in the Classroom	Gender-fair language and gender-sensitive instructional materials

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Program: Engaging Learners in any Settings through Child Friendly School		
Program designed for	Teacher I-III	CPD credit units for accreditation
Program Recognition No.: PD-2021-0050-0901		
Program Description	Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Teacher training is a central part of encouraging a child friendly and inclusive school environment. There is also a need to encourage teachers to reconsider their perceptions of children coming from different situated communities. This program is designed to promote the shift toward a whole child education that has far-reaching implications in the education system to promote children's learning, well-being, and healthy development. By the end of this Program, participants will be able to: 1. Acquire new knowledge about the diversity of learners by rigorously examining emerging culture of social generation sensitive to various learners' contexts and experiences; 2. Adapt the tenets of the Whole Child Approach by communicating to school stakeholders how the definition of academic success varies and must be understood in the light of different learners' gender, needs, strengths, interests and experiences; 3. Adjust instructional planning by uncovering and immersing into Self-Determination Theory (SDT) and research findings on how to motivate and engage the learners; 4. Analyze the concepts and practices on discipline while creating new knowledge about the different factors affecting learners' social emotional development; 5. Increase self-knowledge on current beliefs and approaches in managing learner's behavior; and 6. Show clear understanding of positive psychology by applying psychological flexibility and self-care by creating a personal self-care plan	
Duration	Topic	Session Coverage
4 hours	The Emerging Culture among Generation Z Learners	Diversity of learners
4 hours	Teaching the Whole Child for New Normal	Child Person Education
4 hours	Promoting Student Engagement in Any Settings	Self-determination theory
4 hours	Understanding Discipline in the Context of Teaching & Learning	Positive discipline
4 hours	Exploring Different Approaches in Classroom Management	Approaches in Classroom Management
4 hours	Cultivating Positive Psychology among Teachers & Learners	Student wellbeing

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Program: Social Emotional Learning as The Heart of Education		
Program designed for	Teacher I-III	CPD credit units for accreditation
Program Recognition No.: PD-2021-0049-0901		
Program Description	This program is designed to help teachers to understand the value of purposefully forming affective domains in teaching and learning. Based on many research and literature, Social Emotional Learning can help students learn better and achieve academic success. SEL can help teachers too through better connection with your students and help them work on five SEL core competencies. By the end of this program, participants will be able to: 1. Engage in reflective practice as a teacher to solve various challenges brought by the teaching profession; 2. Identify one's metaphor of learning and how it affects teaching perspectives and current educational practices; 3. Apply a research-based models such as Zones of Regulation and Control, Influence, Accept Model in overcoming adversities in the teaching profession; 4. Integrate SEL components in student formation and teacher development programs using Kolb's Experiential Learning Cycle. 5. Acquire adequate skill in writing effective learning objectives integrating Social Emotional Learning Competencies; and 6. Design learning experience developing SEL components by integrating them in instructional activities such as mindfulness and empathy.	
Duration	Topic	Session Coverage
4 hours	Teachers Leading in Crisis	Reflective Teaching Social Emotional Learning Stress Management
4 hours	Addressing Learning Gaps: Looking at Metaphors of Learning	Theory of Learning Teaching Philosophy
4 hours	Tapping Teachers' Adversity Quotient	Theories on Adversity Quotient Zone of Regulation Cognitive Behavioral Therapy
4 hours	Developing a classroom-wide Social-Emotional Learning	Non-Cognitive Factors
4 hours	Continuation of promoting SEL in the Classroom	UbD 6 facets of understanding SEL competencies
4 hours	Leveraging Empathy and Mindfulness	Mindfulness and SEL in the classroom

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Program: Social Emotional Learning as The Heart of Education		
Program designed for	Teacher I-III	CPD credit units for accreditation
Program Recognition No.: PD-2021-0027-0727		
Program Description	This program engages aspiring Campus Journalists in becoming skilled writers and critics in the different areas of journalism for a variety of purposes. Their writings should make them aware of their interactions among writing purposes and audience expectations as well as the way generic conventions and the resources of language contribute to effectiveness in journalism. Campus Journalists should be able to write effectively and confidently as writers across their personal lives, to apply effective strategies and techniques in their own writings and to demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings. By the end of this Program, participants will be able to: 1. Apply critical reading and thinking skills to the writing process through analyzing and reacting on reading materials. 2. Follow the conventions of standard written English, in sentence structure, punctuation, grammar and spelling. 3. Identify and develop styles appropriate to varied writing situations. 4. Analyze other writer's motives in reasons for writing. 5. Relate writing motives to internal features of their texts including different genres and expectations of different audience.	
Duration	Topic	Session Coverage
4 hours	Campus Paper Management in the New Normal	Sharing of best practices about student publication
4 hours	Honing 21st Century Skills through Campus Journalism	The emerging role of student publication amid disinformation
4 hours	Campus Paper Layout and Page Design with Basics of Adobe InDesign	Benchmarking of current practices in campus paper layout
4 hours	News, Editorial, Feature and Science Writing for School Papers	Tips and strategies in writing for school papers
4 hours	Going O-Pub in The New Normal: Exploring the Basics of Online Publishing as An Alternative to Print Media	New techniques in publishing using social media and other digital platforms
4 hours	The Fundamentals of TV Scriptwriting and Broadcasting	Fact-checking, production of news reporting



Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

MEMORANDUM

TO: **Bureau Directors
Service Directors
Regional Directors
NEAP RO - Focal Persons
HRDD Chiefs**

FROM: *Nepomuceno A. Malaluan*
ATTY. NEPOMUCENO MALALUAN
Undersecretary/Chief of Staff

SUBJECT: **ROSTER OF NEAP-RECOGNIZED PROFESSIONAL
DEVELOPMENT PROGRAMS (as of September 1, 2021)**

DATE: **September 6, 2021**

1. DepEd Order (DO) No. 001 s. 2020, otherwise known as the *Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders*, states that "the quality of professional development (PD) programs and courses shall be assured through a Recognition System that requires alignment to professional standards for teachers and school leaders, responsiveness to identified professional development priorities, promotion of dynamism, innovation and application at the classroom level, and transparency and consistency."
2. The National Educators Academy of the Philippines (NEAP) hereby provides the field offices and units the attached roster of NEAP-Recognized Professional Development Programs (as of September 1, 2021) for reference and guidance as well as for dissemination to the teachers and school leaders.
3. The roster of programs indicates the DepEd Service Provider (DSP) and/or Learning Service Provider (LSP), the title of the program and/or course, indicative date/s of implementation, and the corresponding registration fee/subsidy.
4. Participation in any NEAP-recognized professional development activities shall be voluntary in nature.
5. DSPs and LSPs with NEAP-recognized PD programs and/or courses shall inform NEAP Central Office their intent to implement the recognized PD program/course by submitting their schedule of implementation to the NEAP Registration Committee at least 45 calendar days prior to scheduled implementation via askneap@deped.gov.ph. A registration link shall be provided to the LSP/DSP where the teachers and/or school leaders can register. Data on teacher and school leader participation in the programs shall be included in the PD record of teachers and school leaders.

6. The participation of teachers and school leaders in NEAP-recognized PD programs and courses shall result in award of PD credit units. In the interim, a PD credit banking mechanism is being adopted by NEAP for the documenting and recording of PD credit units earned by teachers and school leaders (per DepEd Order No. 020, s. 2020). The PD credit units earned shall later be applied in the implementation of the career progression policy currently being developed by the Bureau of Human Resource and Organizational Development (BHROD).
7. The participation of teachers and school leaders in NEAP-recognized PD programs and courses shall likewise be supported in accordance with DepEd Order No. 30 s. 2021 (Multi-year guidelines on the allocation and utilization of the human resource development fund for teachers and school leaders). Participation to programs that are provided through distance learning modality shall be supported through the provision of a communication package that will be made available to the teachers in due time.
8. Regional offices are enjoined to coordinate closely with NEAP on the identification of participants to the recognized programs. Teachers and school leaders who were identified and consented to participate in NEAP-recognized programs and courses should ensure their registration to the said programs and courses.
9. All LSPs are authorized in the NEAP-Central Office. Programs and courses of LSPs to be provided with a subsidy are also determined by the NEAP-Central Office. The use of local funds to support teachers and school leaders' participation in non-subsidized programs shall be subject to existing government accounting and auditing rules and regulations.
10. The roster of NEAP-recognized PD programs and courses with target participants and indicative date of implementation and corresponding fees (if any) is found in Annex A.
11. For information, guidance and immediate dissemination.

DepEd Service Provider / Learning Service Provider	Title of the Program	Title of the Course	Indicative date/s of implementation	Registration Fee/Subsidy
Institute for Leaders in Educational Advancement and Development, Inc. (I-LEAD)	Educational Management and Leadership: The Role of Teachers and School Heads in Developing Educational Learning	Educational Management and Leadership: The Role of Teachers and School Heads in Developing Educational Learning	May 28 - May 30, 2021	Php 2000.00 per participant training fee
ARCZONE Professional Development Inc.	PIVOTAL in the New Normal: Pursuing Innovative Virtual and Offline Teaching and Learning	PIVOTAL in the New Normal: Pursuing Innovative Virtual and Offline Teaching and Learning	January 11, 2021 - October 13, 2023	With training fee of P4500.00 within the whole school year
ARCZONE Professional Development Inc.	SCAFFOLDED - School in Crisis Action for Fundamental Online Leadership and Distance Education	SCAFFOLDED -School in Crisis Action for Fundamental Online Leadership and Distance Education	January 11, 2021 - December 16, 2022	Php 4500.00 per participant training fee
Center for Human Research and Development Foundation, Inc. (CHRDF)	Leaders of Learning: School Supervision and Leadership in the New Normal	Leaders of Learning: School Supervision and Leadership in the New Normal	June 24-27, 2021 October 22-25, 2021 December 10-13, 2021 February 18-21, 2022 May 20-23, 2022	Php 2000.00 per participant training fee
Center for Human Research and Development Foundation, Inc. (CHRDF)	Reimagining Education through Effective Curriculum Implementation	Reimagining Education through Effective Curriculum Implementation Reimagining Education through Effective Curriculum Implementation	July 9-12, 2021 September 10-12, 2021 October 22-25, 2021 November 5-7, 2021 December 10-13, 2021 January 14-16, 2022 February 18-21, 2022 May 20-23, 2022	Php 2000.00 per participant training fee

DepEd Service Provider / Learning Service Provider	Title of the Program	Title of the Course	Indicative date/s of implementation	Registration Fee/Subsidy
Center for Human Research and Development Foundation, Inc. (CHRDF)	Seminar Workshop on Learner-Centered Education as Key to Meaningful Teaching & Learning	Seminar Workshop on Learner-Centered Education as Key to Meaningful Teaching & Learning	July 2-4, 2021 September 24-26, 2021 November 26-28, 2021 January 7-9, 2022 March 25-27, 2022	Php 1200.00 per participant training fee
Center for Human Research and Development Foundation, Inc. (CHRDF)	Gender Equality for Education	Gender Equality for Education	October 28-31, 2021 December 3-6, 2021 January 28-31, 2022	Php 1500.00 per participant training fee
Center for Human Research and Development Foundation, Inc. (CHRDF)	Campus Journalism: Building the Journalist Tomorrow	Campus Journalism: Building the Journalist Tomorrow	September 10-12, 2021 November 5-7, 2021 January 14-16, 2022	Php 1500.00 per participant training fee
Institute for Leaders in Educational Advancement and Development, Inc. (I-LEAD)	Webinar-Workshop on Educating Diverse Learners and Learners with Special Needs (SPED) in the New Normal	Webinar- Workshop on Educating Diverse Learners and Learners with Special Needs (SPED) in the New Normal	October 2021	Php 2200.00 per participant training fee
Institute for Leaders in Educational Advancement and Development, Inc. (I-LEAD)	Webinar-Workshop on Language Teaching (English, Filipino and the Mother Tongue)	Webinar- Workshop on Language Teaching (English, Filipino and the Mother Tongue)	From 29 October 2021 to 31 October 2021	Php 2200.00 per participant training fee

DepEd Service Provider / Learning Service Provider	Title of the Program	Title of the Course	Indicative date/s of implementation	Registration Fee/Subsidy
Institute of Leaders in Educational Advancement and Development, Inc. (I. Lead)	Webinar-Workshop on Mathematics Teaching in the 21st Century		From 1 October 2021 to 3 October 2021	Php 2200.00 per participant training fee
Institute of Leaders in Educational Advancement and Development, Inc. (I. Lead)	Webinar-Workshop on Science Teaching in the 21st Century		From 8 October 2021 to 10 October 2021	Php 2200.00 per participant training fee
Unilab Foundation, Inc.	Positive Education: Nurturing Flourishing Learners and Teachers		August 2021 (or during the INSET training at the beginning of the school year)	FREE Funded by Unilab Foundation
Center for Human Resource and Development Foundation (CHRDF), Inc.	Social Emotional Learning as The Heart of Education		September 17-20, 2021, October 22-25, 2021 December 17-20, 2021 March 11-14, 2022 & May 27-30, 2022	Php 2500.00 per participant training fee
Center for Human Resource and Development Foundation (CHRDF), Inc.	Engaging Learners in any Settings through Child Friendly School		July 23-26, 2021 August 2-30, 2021 September 2-5, 2021 May 6-9, 2021	Php 2200.00 per participant training fee
Teach for the Philippines, Inc.	Distance Learning for Teachers: Teaching Literacy, Engaging Parents, and Reigniting One's Passion		October 4-9, 2021 (Developing Early Language Literacy Session) October 11-16, 2021 (Teacher-Parent Engagement in Distance Learning Session) October 23, 2021 (Reigniting the Passion to Teach Session 1) October 30, 2021 (Reigniting the Passion to Teach Session 2)	FREE



Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

awards this

Certificate of Authorization

to

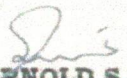
Center for Human Research and Development Foundation, Inc.

7-B Cavite Street Barangay Paltok West Ave., Quezon City 1100

for having complied with the requirements for the
NEAP Authorization of Learning Service Provider
in accordance with **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional Development
Programs and Courses for Teachers and School Leaders.*

Authorization No. LSP-2020-0035-1116

*Given this 16th day of November 2020.
Expires on 15th day of November 2023.*


JOHN ARNOLD S. SIENA
Director IV



Address: 2/F Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600
Telephone No.: (02) 8638-8638 / (02) 8633-7207 / (02) 8635-4796
Email Address: neap.od@deped.gov.ph / askneap@deped.gov.ph



Republic of the Philippines
Professional Regulation Commission
Manila

CPD COUNCIL FOR PROFESSIONAL TEACHERS

awards this

Certificate of Accreditation

to

**CENTER FOR HUMAN
RESEARCH AND DEVELOPMENT
FOUNDATION, INC.**

7B Cavite St. Brgy. Paltok West Avenue, Quezon City

*For having completed the requirements for Continuing Professional Development (CPD) as
CPD Provider in accordance with the "Implementing Rules and Regulations (IRR)
of Republic Act No. 10912, otherwise known as the CPD Act of 2016
set forth by the **PROFESSIONAL REGULATION COMMISSION**
in Resolution No. 1032, Series of 2017*

Accreditation No. PTR-2020-040

*Given this 14th day of December 2020
Expires on 14 December 2023*



ROSITA L. NAVARRO
Chairperson



Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

awards this

Certificate of Recognition

**Leaders of Learning: Engaging School Heads Towards Effective Leadership
in the New Normal**

Title of the Program/ Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional 'Development
Programs and Courses for Teachers and School Leaders.*

Center for Human Research Development Foundation (CHRDF), Inc.

Name of Provider

LSP-2020-0035-1116

Provider Authorization No.

PD-2021-0023-0706

Program/ Course Recognition No.

*The recognition for the above – stated program/course is co-terminus with
the three-year professional development priorities issued
through DepEd Memorandum No. 50, s. 2020.*

Given this 6th day of July 2021 at Pasig, Philippines.


JOHN ARNOLD S. SIENA
Director IV



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Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

awards this

Certificate of Recognition

Reimagining Education through Effective Curriculum Implementation

Title of the Program/ Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional 'Development
Programs and Courses for Teachers and School Leaders.*

Center for Human Research Development Foundation (CHRDF), Inc.

Name of Provider

LSP-2020-0035-1116

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Program/ Course Recognition No.

*The recognition for the above – stated program/ course is co-terminus with
the three-year professional development priorities issued
through DepEd Memorandum No. 50, s. 2020.*

Given this 6th day of July 2021 at Pasig, Philippines.


JOHN ARNOLD S. SIENA
Director IV



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Certificate of Recognition

**Seminar Workshop on Learner-Centered Education as Key to Meaningful
Teaching & Learning**
Title of the Program/ Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional 'Development
Programs and Courses for Teachers and School Leaders.*

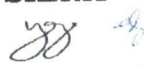
Center for Human Resource and Development Foundation (CHRDF), Inc
Name of Provider

LSP-2020-0035-1116
Provider Authorization No.

PD-2021-0025-0727
Program/ Course Recognition No.

*The recognition for the above – stated program/course is co-terminus with
the three-year professional development priorities issued
through DepEd Memorandum No. 50, s. 2020.*

Given this 27th day of July 2021 at Pasig, Philippines.


JOHN ARNOLD S. SIENNA
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Gender Equality for Education

Title of the Program/ Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
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Center for Human Resource and Development Foundation (CHRDF), Inc

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Campus Journalism: Building the Journalist Tomorrow

Title of the Program/ Course

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Certificate of Recognition

Social Emotional Learning (SEL) as The Heart of Education

Title of the Program/ Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
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Programs and Courses for Teachers and School Leaders.*

Center for Human Resource and Development Foundation (CHRDF), Inc

Name of Provider

LSP-2020-0035-1116

Provider Authorization No.

PD-2021-0049-0901

Program/ Course Recognition No.

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through DepEd Memorandum No. 50, s. 2020.*

Given this 1st day of September 2021 at Pasig, Philippines.


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Certificate of Recognition

Engaging Learners in any Settings through Child Friendly School

Title of the Program/ Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional 'Development
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Center for Human Resource and Development Foundation (CHRDF), Inc

Name of Provider

LSP-2020-0035-1116

Provider Authorization No.

PD-2021-0050-0901

Program/ Course Recognition No.

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