



DepEd – DIVISION OF QUEZON

Sitio Fori, Brgy. Talipan, Pagbilao, Quezon
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June 04, 2020

DIVISION MEMORANDUM DM No. 150, s. 2020

DIVISION POLICY GUIDELINES ON THE IMPLEMENTATION OF GENDER AND DEVELOPMENT (GAD) PROGRAMS, PROJECTS AND ACTIVITIES (PPAs)

To: Assistant Schools Division Superintendents, CID and SGOD Chiefs, Public Schools District Supervisors, Elementary and Secondary School Heads, GAD Coordinators and All Concerned

1. In compliance with **Republic Act No. 9710 or Magna Carta of Women (MCW)** and **DepEd Order No. 32, s. 2017 or Gender-Responsive Basic Education Policy** which seek to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights, in the provision and governance of basic education, this Office through the Division GAD Focal Point System (GFPS) issues the enclosed **Division Policy Guidelines on the Implementation of Gender and Development (GAD) Programs, Projects and Activities (PPAs)**.
2. This "**Division Policy Guidelines**" is crafted to strengthen the implementation of GAD PPAs towards the achievement of gender-responsive basic education, support the establishment of the GAD focal point system (GFPS), reinforce the preparation and submission of the gender and development (GAD) plan and budget and institutionalize mechanisms for implementation, monitoring and evaluation of the GAD PPAs, and utilization of GAD budgets.
3. Further, this "**Division Policy Guidelines**" shall apply to all public elementary and secondary schools in the DepEd-Division of Quezon province.
4. This policy will remain in force and in effect unless repealed, amended or rescinded.
5. For information, guidance and strict compliance.



CATHERINE P. TALAVERA, CESO V
Schools Division Superintendent

hrdmgd06/02/2020

DEPEDQUEZON-TM-SDS-04-009-002

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DIVISION POLICY GUIDELINES ON THE IMPLEMENTATION OF GENDER AND DEVELOPMENT (GAD) PROGRAMS, PROJECTS AND ACTIVITIES (PPAs)

(anchored on DepEd Order No. 32, s. 2017 and PCW-NEDA-DBM Joint Circular No. 2012-01)

I. RATIONALE

The Division is committed to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights, in the provision and governance of basic education. This is in support to the mandate that the State shall protect and promote the right of all citizens to quality education as provided in the 1987 Philippine Constitution. Considering the total DepEd Quezon employees and learners, the DepEd-Division of Quezon remain steadfast to provide them equal opportunity to quality and constructive learning environment through gender-responsive programs, projects and activities. The division is also dedicated to ensure that all gender issues are addressed properly where no employee and learners left behind in the organization.

Hence, this *policy guidelines* is crafted to strengthen the implementation of GAD PPAs towards the achievement of gender-responsive basic education, support the establishment of the GAD focal point system (GFPS), reinforce the preparation and submission of the gender and development (GAD) plan and budget and institutionalize mechanisms for implementation, monitoring and evaluation of the GAD PPAs, and utilization of GAD budgets.

Further, this *policy guidelines* seeks to enable the division to undertake gender-mainstreaming in education to address both enduring and emerging gender and sexuality-related issues in basic education towards the achievement of gender-responsive programs, projects and activities (PPAs) as well as organizations.

II. OBJECTIVES

This policy provides the guidelines for the effective implementation of the division gender and development programs, projects and activities. Specifically, this *policy guidelines* aims to provide the following:

- a. *division general guidelines in the establishment of gender-responsive basic education*
- b. *division general guidelines on the preparation of gender and development (GAD) plans, utilization of GAD budgets and submission of accomplishment reports;*





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- c. *general guidelines in the establishment of gender and development focal point system and their functions; and*
- d. *general framework for the implementation of the GAD programs as well as monitoring and evaluation of such programs.*

III. SCOPE

This *division policy guidelines on gender and development (GAD)* shall apply to all schools in the DepEd-Division of Quezon province which ensures the provision of equal access to education and opportunity for professional growth and development of the following:

- a. *Officials and employees of the Schools Division Office;*
- b. *Teaching, teaching-related and non-teaching personnel of public elementary, junior and senior high schools; and*
- c. *Learners of public elementary junior and senior high schools*

IV. DEFINITION

For the purpose of clarity and better understanding of the terms utilized in this policy guidelines, the following are hereby defined (based on ***DepEd Order No. 32, s. 2017 and GMEF Handbook***):

- a. **Gender** – refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. The attributes, opportunities, and relationships are socially constructed and are learned through socialization processes. (UN Women in DepEd Order No. 32, s. 2017)
- b. **Gender and Development (GAD)** – refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials. (MCW in DepEd NO. 32, s. 2017)
- c. **Gender awareness** – refers to the ability to identify problems arising from gender inequality and discrimination, even if these are not immediately apparent. (UNGEI in DepEd NO. 32, s. 2017)
- d. **Gender-based discrimination** – refers to any gender-based distinction, exclusion, or restriction that has the effect or purpose of impairing or nullifying the recognition,

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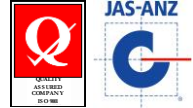




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enjoyment, or exercise by men and women regardless of their sexual orientation, gender identity, and civil status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. (MCW in DepEd NO. 32, s. 2017)

- e. **Gender-equality** – refers to the principle asserting the equality of men and women and their rights to enjoy equal conditions realizing their full human potential to contribute to and benefit from the results of development, and with the state recognizing that all human beings are free and equal in dignity and rights (MCW in DepEd NO. 32, s. 2017)
- f. **Gender equity** – moves beyond a focus treatment. It means giving to those who have less on the basis of needs, and taking steps to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. (NCRFW in DepEd NO. 32, s. 2017)
- g. **Gender expression** – refers to the way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person’s gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity. (APA IN DepEd NO. 32, s. 2017)
- h. **Gender-fair language** – is understood as language that is gender sensitive or non-sexist.
- i. **Gender identity** – is understood to refer to each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, other means) and other expressions of gender, including dress, speech, and mannerisms. (Yogyakarta Principles in DepEd No. 32, s. 2017)
- j. **Gender-Responsive Basic Education (GRBE)** – is inclusive education that ensures girls’ and boys and women’s and men’s equal access to learning opportunities, address gender-based barriers and the intersection of different forms of discrimination, takes affirmative steps where necessary to reduce gender gaps and disparities in the management of the learning process, provides children a

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learner-friendly environment that addresses their diverse learning needs and results in the progressive achievement of gender equality in educational outcomes.

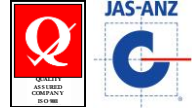
- k. Gender responsiveness** – refers to taking action to correct gender bias and discrimination so as to ensure equality. It entails consistent and systematic attention to the differences between men and women with a view to addressing structural constraints to gender equality.
- l. Gender sensitivity** – is the ability to perceive existing gender differences, issues and inequalities and to incorporate these into strategies and actions. (Intrahealth International in DepEd No. 32, s. 2017)
- m. Sexual orientation** – is understood to refer to each person’s capacity for profound emotional, affectional, and sexual attraction to and intimate and sexual relations with, individuals of a different gender to the same gender or more than one gender. (Yogyakarta Principles)
- n. Sponsor** – refers to an individual or group who has the power to sanction or legitimize change. They are responsible for creating an environment that enables these changes to be made on time and within budget. They are also considered as the heads of the organization in the gender mainstreaming. (GMEF Handbook)
- o. The Change Agent** – refers to an individual or group who is responsible for actually making the change. The primary change agents are usually the GFPS members because they facilitate the implementation of gender mainstreaming in the organization. (GMEF Handbook)
- p. The Target** – refers to the individual or group who must actually change or those that will benefit from development. These people are the focus of the change effort and play a crucial role in the short- and long-term success of an organization’s gender mainstreaming.
- q. The Advocate** – refers to the individual or group who wants to achieve change but lacks the power to sanction it. The presence of GAD advocate help lay a solid foundation built on the appreciation of GAD as a rights-based approach to development.





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V. POLICY GUIDELINES

A. Establishment of Gender-Responsive Basic Education

With reference to DepEd Order No. 32, s. 2017, the DepEd-Division of Quezon commits to:

a. Make its strategic framework gender-responsive

In making strategic framework gender-responsive, the following principles shall be adopted:

- a.1. *Gender dynamics impact on education.*
- a.2. *Gender is not just about girls.*
- a.3. *Gender-responsive education is protective.*
- a.4. *Disaggregated data are non-negotiable.*
- a.5. *Involve male and female learners in working toward gender equality.*
- a.6. *gender is a cross-sectoral issue.*
- a.7. *Anyone can champion gender equality in education.*

b. Mainstream gender in all policies and programs, projects and activities (PPAs)

b.1. Curriculum, Instruction and Assessment (CIA)

b.1.1. Learners Development

The DepEd-Division of Quezon commits to ...

- b.1.1.1 *advocate gender equality in all aspects of development and ensure PPAs are made congruent with the DepEd Order No. 32, s. 2017, Regional Education Development Plans (REDPs), Division Education Development Plan (DEDPs), School Improvement Plans (SIPs), and Annual Implementation Plans (AIPs).*
- b.1.1.2 *include in the school calendar the observance and celebrations related to Gender and Development (GAD).*
- b.1.1.3 *support policies on curriculum, instruction and assessment that are consistent with the principles of gender-responsive education.*

b.1.2. Curriculum Standards

The DepEd-Division of Quezon commits to ...

- b.1.2.1 *enhance and promote a K to 12 curriculum that integrates concepts relative to gender and development.*





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- b.1.2.2 *develop a set of GAD and human rights competencies*
- b.1.2.3 *ensure minimum standards on gender sensitivity that will be integrated in the subjects or learning areas.*

b.1.3. Learning Delivery

The DepEd-Division of Quezon commits to ...

- b.1.3.1. *ensure that all public schools and learning centers maintain gender-responsive instructional delivery and services.*
- b.1.3.2 *design gender-responsive models of instruction for basic education appropriate for all types of learners.*
- b.1.3.3 *formulate enabling policies and guidelines for the implementation of gender-responsive innovative teaching and learning approaches and assessment models for basic education aligned with curriculum standards.*
- b.1.3.4 *provide technical assistance to the schools and district offices in the adoption or modification of gender-responsive learning models and strategies.*

b.1.4. Learning Environment

The DepEd-Division of Quezon commits to ...

- b.1.4.1. *ensure a gender-responsive physical and social learning environment.*
- b.1.4.2. *ensure that its personnel are properly oriented and trained on the concepts, policies and programs related to gender and development*
- b.1.4.3. *ensure that learning and development programs are aligned with the GRBE*
- b.1.4.4. *promote the institutionalization of gender-responsive teaching-learning plans, guides, processes, activities and mechanisms and measures.*
- b.1.4.5. *provide adequate and responsive capacity-building activities for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR).*

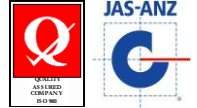




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b.1.4.6. *strengthen and sustain the capacity of administrators, guidance counselors, and teachers in handling cases of violence, abuse, discrimination, exploitation, and bullying and equip them with the technical competence in providing appropriate interventions and immediate referral.*

b.1.5. Learning Resources

The DepEd-Division of Quezon commits to ...

- b.1.5.1. *develop and provide gender-responsive learning resources (LRs)*
- b.1.5.2. *ensure that writers, editors, evaluators, layout artists, illustrators, and focal persons of LR are well-trained on gender-responsiveness, sexuality, and reproductive health education, human rights and peace education.*
- b.1.5.3. *provide orientation for prospective publishing and development teams to emphasize the inclusion of GAD key concepts and core message in learning resource development.*
- b.1.5.4. *provide GAD learning resources.*
- b.1.5.5. *Update guidelines in the development of LR.*
- b.1.5.6. *ensure that learning resources procured from external sources comply with GAD key concepts and core messages.*
- b.1.5.7. *update and align the quality assurance of the learning resources, evaluation instruments and instructional materials to include gender concepts, values and gender-fair language.*
- b.1.5.8. *gather and upload quality-assured GAD learners' and teachers' resources to the DepEd learning resources portal.*
- b.1.5.9. *ensure that schools and district offices implement contextualized, localized and indigenized learning resources integrating GAD core messages and key concepts.*

b.1.6. Assessment

The DepEd-Division of Quezon commits to ...

- b.1.6.1 *ensure that formative and summative assessments at the school level and any competitions at any level are gender-responsive and culture-sensitive for all learners, teachers and other concerned*

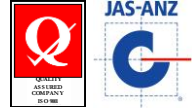




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personnel.

b.1.6.2 include GAD core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language.

b.1.6.3 conduct a GAD orientation for test-item writers to ensure educational assessments are GRBE-compliant in terms of content and procedures.

b.2. Planning and Field Operations

b.2.1. Learners Support

The DepEd-Division of Quezon commits to ...

b.2.1.1. promote awareness of GRBE issues and concerns in the governance and operations of schools, learning centers and workplaces.

b.2.1.2. develop framework policies and standards for learners support programs and services that integrate GAD core messages and key concepts.

b.2.1.3. implement programs, projects and services of school health, youth development, and sports development aligned with GRBE.

b.2.1.4. conduct capacity building on health development, school sports development, and youth formation aligned with guidelines of the GRBE policy.

b.2.1.5. strengthen cooperation and partnership with agencies, organizations, and individuals for purposes of education and other GAD support services.

b.2.1.6. conduct monitoring and evaluation and research in aid of learner support policy development and service delivery.

b.2.2. School Health

The DepEd-Division of Quezon commits to ...

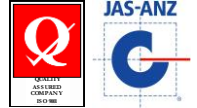
b.2.1.1. provide policy standards and guidelines for the integrated health and nutrition program and capacitate teaching and non-teaching personnel in the implementation of nutrition support programs,





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school health service delivery, and provision of a healthy school environment.

b.2.1.2. ensure that all schools, learning centers and workplaces promote mental health and psychological support services aligned with GRBE.

b.2.1.3. conduct regular focus group discussions or youth forums, and activities on health and nutrition issues as extra-curricular or co-curricular activities.

b.2.1.4. develop information, education and communication (IEC) materials on issues for learners in need of special attention.

b.2.3. Youth Formation

The DepEd-Division of Quezon commits to ...

b.2.3.1. formulate, recommend, and implement policies for youth development aligned with GRBE in coordination with the National Youth Commission (NYC)

b.2.3.2. conduct capacity building on youth development aligned with GRBE.

b.2.3.3. activate and mobilize youth organizations in all public schools.

b.2.3.4. implement career guidance and counseling programs and activities that give learners career choices and options aligned with GRBE.

b.2.4. School Sports

The DepEd-Division of Quezon commits to ...

b.2.4.1. formulate, recommend, and implement policies on sports development aligned with RA 9710, Sec. 14, Women in Sports.

b.2.4.2. conduct capacity building for sports development aligned with RA 9710, Sec. 14, Women in Sports.

b.2.4.3. ensure gender-responsive implementation of sports programs and activities.

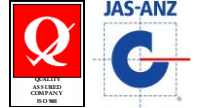




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b.2.5. Planning

The DepEd-Division of Quezon commits to ...

- b.2.5.1. gather and analyze sex-disaggregated data and gender information for informed decision making.*
- b.2.5.2. monitor the implementation of the basic education research agenda specifically its GAD component.*
- b.2.5.3. ensure that policies and studies being reviewed by the service are aligned with this policy.*

b.3. Public Affairs, Finance and Administration

b.3.1. Public Affairs

The DepEd-Division of Quezon commits to ...

- b.3.1.1. establish a media network and mechanism for effective public relations especially on information dissemination and advocacy campaigns on GAD*
- b.3.1.2. lead in ensuring public awareness of DepEd's gender mainstreaming initiatives particularly the implementation of this policy.*
- b.3.1.3. provide direct support to school and district heads in communications related to this policy.*
- b.3.1.4. provide guidance to regional and schools division communications teams in information dissemination related to DepEd's gender mainstreaming efforts and implementation of GRBE.*
- b.3.1.3. manage communications in relation to GRBE.*

b.3.2. Information and Communications Technology (ICT)

The DepEd-Division of Quezon commits to ...

- b.3.2.1. formulate computerization program policies and activities aligned with GRBE.*
- b.3.2.2. conduct continuous capacity-building activities to upgrade personnel on ICT knowledge and skills particularly on development of sex-disaggregated database and other GAD*





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information.

b.3.3. Educational Facilities

The DepEd-Division of Quezon commits to ...

- b.3.3.1. formulate, recommend and implement programs for development and establishment of educational facilities consistent with the principles of GRBE.*
- b.3.3.2. conduct capacity building to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture sensitive, and accessible to Persons with Disabilities (PWDs).*
- b.3.3.3. GRBE-compliant schools, learning centers and workplaces.*

c. Ensure gender parity in staffing and create an enabling work environment

c.1.1. Human Resource Development

The DepEd-Division of Quezon commits to ...

- c.1.1.1. formulate, recommend and implement policies and frameworks consistent with the principles of gender-responsive recruitment, selection and placement, learning and development, performance management and rewards and recognition.*
- c.1.1.2. conduct capacity building for all employees on GRBE and in handling gender issues and concerns.*
- c.1.1.3. create a pool of GRBE experts.*
- c.1.1.4. ensure that the implementation of the Results-based Performance Management System (RPMS) is gender-responsive.*

c.1.2. Learning and Development

The DepEd-Division of Quezon commits to ...

- c.1.2.1. integrate gender in all learning and development programs and interventions.*
- c.1.2.2. ensure that training methodologies and standards are gender-sensitive.*
- c.1.2.3. ensure equal opportunities in scholarships and trainings.*





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c.1.3. Employee Welfare

The DepEd-Division of Quezon commits to ...

- c.1.3.1. *ensure that programs inculcate and sustain the department core values, respond to employees' varied needs and promote employees' physical, mental, psychological, social and spiritual well-being are gender-responsive.*
- c.1.3.2. *ensure that institutional rewards and recognition systems are gender-responsive.*
- c.1.3.3. *Ensure implementation of the grant of special leaves as provided by law, which include but are not limited to maternity paternity, solo parent, gynecological and VAWC.*
- c.1.3.4. *Ensure enforcement of public schools' implementation of and compliance to RA No. 9710, Sec. 13. C on the non-firing of employees on account of pregnancies outside of marriage.*

d. Strengthen gender and development institutional mechanism

- d.1. The DepEd-Division of Quezon institutionalized the GFPS in the division and schools.
- d.2. The GFPS shall follow the duties and functions as they may apply prescribed by DepEd Order No. 27, s. 2013 entitled "Guidelines and Procedures on the Establishment of DepEd gender and Development Focal Point System at the Regional, Division and School Levels "

B. Establishment of Complaint or Grievance Committee (GC)

With reference to DepEd Order No. 32, s. 2017, the following shall be observed:

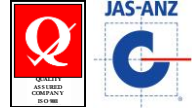
- b.1. The Complaint/Grievance Committee (GC) shall be established in the division and in the school level which shall cater not only to those complaints/grievances stipulated in DepEd Order No. 3, s. 2004 entitled *Establishing a Complaint/Grievance Committee with the Department of Education*, but also gender-related complaints or grievances to assure holistic assurance of freedom from coercion, discrimination, reprisal, bias and gender-based violence or abuse.
- b.2. Inclusion of legal counsel will help guide the complainants on legal actions to be taken.





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- b.3. All GC members shall be capacitated on GRBE.
- b.4. The duties and functions of the GC are stipulated under DepEd Order 35, s. 2004 entitled "Revision of the Grievance Machineries of the Department of Education".

C. Establishment of Committee on Decorum and Investigation (CODI)

With reference to DepEd Order No. 32, s. 2017 and RA No. 7877, the following shall be observed:

- c.1. The DepEd-Division of Quezon shall create or strengthen a CODI of cases on sexual harassment. The Committee shall be composed of at least one representative from the administration, teachers, non-teaching personnel and students.
- c.2. The duties and functions of the CODI shall follow the guidelines set under CSC Memorandum Circular (MC) 19, s. 1994, DOLE Administrative Order (AO) 68, s.1992 and other pertinent policies.

D. Establishment of Child Protection Committee (CPC)

With reference to DepEd Order No. 32, s. 2017, the following shall be observed:

- d.1. The CPC shall initiate information dissemination programs and organize activities that promote the protection of children from all forms of abuse, violence, discrimination and bullying.
- d.2. Develop and implement a school-based referral and monitoring system.
- d.3. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs.
- d.4. Identify, refer and if appropriate, report to the appropriate offices cases involving child abuse, violence, discrimination and bullying.

E. Preparation of Gender and Development (GAD) Plans, Utilization of GAD Budgets and Submission of Accomplishment Reports (AR)

- e.1. The DepEd-Division of Quezon shall be guided with the DepEd Order No. 63, s. 2012 in the preparation of gender and development plans, utilization of GAD budgets and submission of accomplishment reports with following guidelines:
 - e.1.1. *The annual GAD plans and Budgets (GPBs) of the Schools Division Office (SDO) as well as schools shall be guided by the desired outcomes and goals embodied in the Magna carta of Women and other relevant laws, particularly the Committee on the Elimination of Discrimination Against*





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Women (CEDAW) and other international commitments.

- e.1.2. *The GPBs of the SDO and the schools shall be reflected in the annual work and financial plan and are formulated alongside other programs and projects during the planning and budgeting schedules.*
- e.1.3. *The GAD plans incorporating programs, projects and activities (PPAs) must be issue-based resulting from gender analyses and research ensuring that different concerns and issues of both women and men are equally addressed in the GPBs.*
- e.1.4. *All GAD PPAs shall be subjected to detailed evaluation using the Harmonized GAD guidelines and PCWs evaluation criteria for PPAs.*
- e.1.5. *The GAD Focal Point System members of the SDO and school shall take the lead in the preparation of the GPB; monitor the implementation and results of the PPAs and submission of accomplishment reports.*
- e.1.6. *The existing sex-disaggregated data shall be used as basis for planning, budgeting and policy formulation.*
- e.1.7. *At least 5% of the total agency budget shall be allotted for GAD.*
- e.1.8. *PPAs chargeable to GAD budget shall support gender needs and address gender issues.*

F. Institutionalization on the Submission of GAD Plan and Budget (GPB) cum GAD Accomplishment Report (AR)

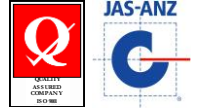
- f.1. Directed with the supporting mandates, the schools division office through its GFPS members institutionalizes the following processes on the submission of GPB and GAD AR:
 - f.1.1. The schools through their school GAD coordinator shall prepare their annual GAD PB along with the GAD AR and submit to the district offices for approval.
 - f.1.2. The district offices through their district GAD coordinators shall make the recommendation to the PSDS in-charge for the approval of the school GAD PB and GAD AR.
 - f.1.3. The district GAD coordinators shall make the consolidation of the GAD PB and GAD AR of the schools.
 - f.1.4. The district GAD coordinators shall submit the consolidated GAD PB and GAD AR to the schools division office through the SGOD-HRTD





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section.

- f.1.5 The division GAD coordinator shall consolidate the district consolidated GAD PB and GAD AR and submit to the Regional Office once approved by the Schools Division Superintendent.

G. Establishment of DepEd Gender and Development (GAD) Focal Point System

With reference to DepEd Order No. 27, s. 2013 entitled “*Guidelines and Procedures on the Establishment of DepEd Gender and Development Focal Point System at the Regional, Division and School Levels*”, the SDO including all public schools in the division shall establish the GAD FPS with the following composition:

Division Level

GFPS Head or Chairperson: Schools Division Superintendent

Technical Working Group

Head: Assistant Schools Division Superintendent

Members: Division GAD Coordinator

Chief, CID

Chief, SGOD

Accountant or AO V for Finance

AO V (Admin Services)

Planning Officer

Secretariat Head: SGOD SEPS/EPS II for HRD

Monitoring & Evaluation: SGOD SEPS/EPS II for M&E

School Level

GFPS Head or Chairperson: School Head

Members: School GAD Coordinator

Assistant Principal/Department Head for SHS

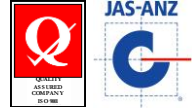




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Grade Level Coordinator/s (Elementary)

Guidance Teacher/Coordinator

School Bookkeeper (Secondary)

Administrative Assistant

H. Division Empowerment of the School GAD Focal Point System

- h.1. Guided with the supporting mandates on the implementation of gender and development programs and with this policy, the schools division office through its GFP members institutionalizes the following:
 - h.1.1. The schools shall prepare an annual GAD plan and budget which is based on gender needs analysis which shall strictly be monitored by the PSDSs in-charge and district GAD coordinators.
 - h.1.2. The schools shall submit an accomplishment report to the schools division office through the district offices in-charge.
 - h.1.3. The school is subjected to monitoring and evaluation of the GAD plan and budget with primary focus on the PPAs proposed.

I. Monitoring and Evaluation of Gender and Development Programs, Projects, and Activities (PPAs)

- i.1. In order to ensure the relevance and quality of the GAD PPAs implemented in the schools of the DepEd-Division of Quezon Province, the following processes on the monitoring and evaluation shall be institutionalized:
 - i.1.1. The district GAD coordinators shall formulate a GAD M&E plan for the whole fiscal year to serve as reference in the conduct of M&E activity.
 - i.1.2. The division GAD coordinator shall collect and consolidate the M&E plan of the districts for reference.
 - i.1.3. The division GFPS members shall formulate the division GAD M&E plan for the whole fiscal year based on the consolidated district M&E plans.
 - i.1.4. The Division GFPS members along with the PSDS in-charge and district GAD coordinators shall conduct an annual monitoring and evaluation of the GAD PPAs based on the M&E plan.





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VI. RESPONSIBILITY

With reference to **DO No. 27, s. 2013**, the GAD Focal Point Persons/Members shall follow the following duties and functions as they apply.

- a. *lead in the gender mainstreaming in policies, plans and programs projects and activities (PPAs) and in the assessment of gender-responsiveness of systems, structures, policies, procedures and programs based on priority thrusts, needs and concerns of DepEd for its stakeholders, particularly students, teachers and employees;*
- b. *analyze programs and projects using the Harmonized GAD Guidelines for Programs and Projects to determine their gender sensitivity;*
- c. *recommend formulation/revision of policies in advancing women’s status and child protection;*
- d. *lead in the review and updating of sex-disaggregated data for GAD database to serve as basis in performance-based gender responsive planning;*
- e. *implement advocacy activities, including the development of information, education and communication materials to ensure consciousness-building and generating support for GAD;*
- f. *identify gender issues arising from gender analysis and audit to serve as basis for determining PPAs in the GAD Plan;*
- g. *prepare GAD plans and budgets and accomplishment reports and ensure their timely submission;*
- h. *ensure the effective and efficient implementation of the GAD Plan and PPAs and the judicious utilization of the GAD budget;*
- i. *recommend awards, recognition and other incentives (including performance-based bonus (PBB) to outstanding institutional GAD programs, activities and projects for GAD Focal Point members and other personnel/teachers;*
- j. *build and strengthen partnership with all GAD Focal Point Persons in the Department, the Philippine Commission on Women (PCW), National Economic and Development Authority (NEDA), Department of Budget and Management (DBM), GAD-non-government organizations (NGOs) and other partners; and*
- k. *coordinate GAD efforts of all offices/units.*

In addition to the aforesaid responsibility of the GAD focal persons/members, the following shall also be performed:

- a. *The schools district offices through their GAD focal persons shall be responsible for ensuring the timely submission of the GAD plan and budget (GPB) and accomplishment reports (ARs) of the schools under their supervision.*
- b. *The schools district offices through their district GAD focal persons shall also be responsible for consolidating the GAD PB and ARs.*
- c. *The schools district offices shall be the active partners of the division in quality assuring the implementation of the GAD programs in the schools.*





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VII. POLICY FRAMEWORK

A. Implementation of the Gender and Development Programs

a.1. Preparation and Submission of GAD Plan and Budget

Person/s Responsible

Activities





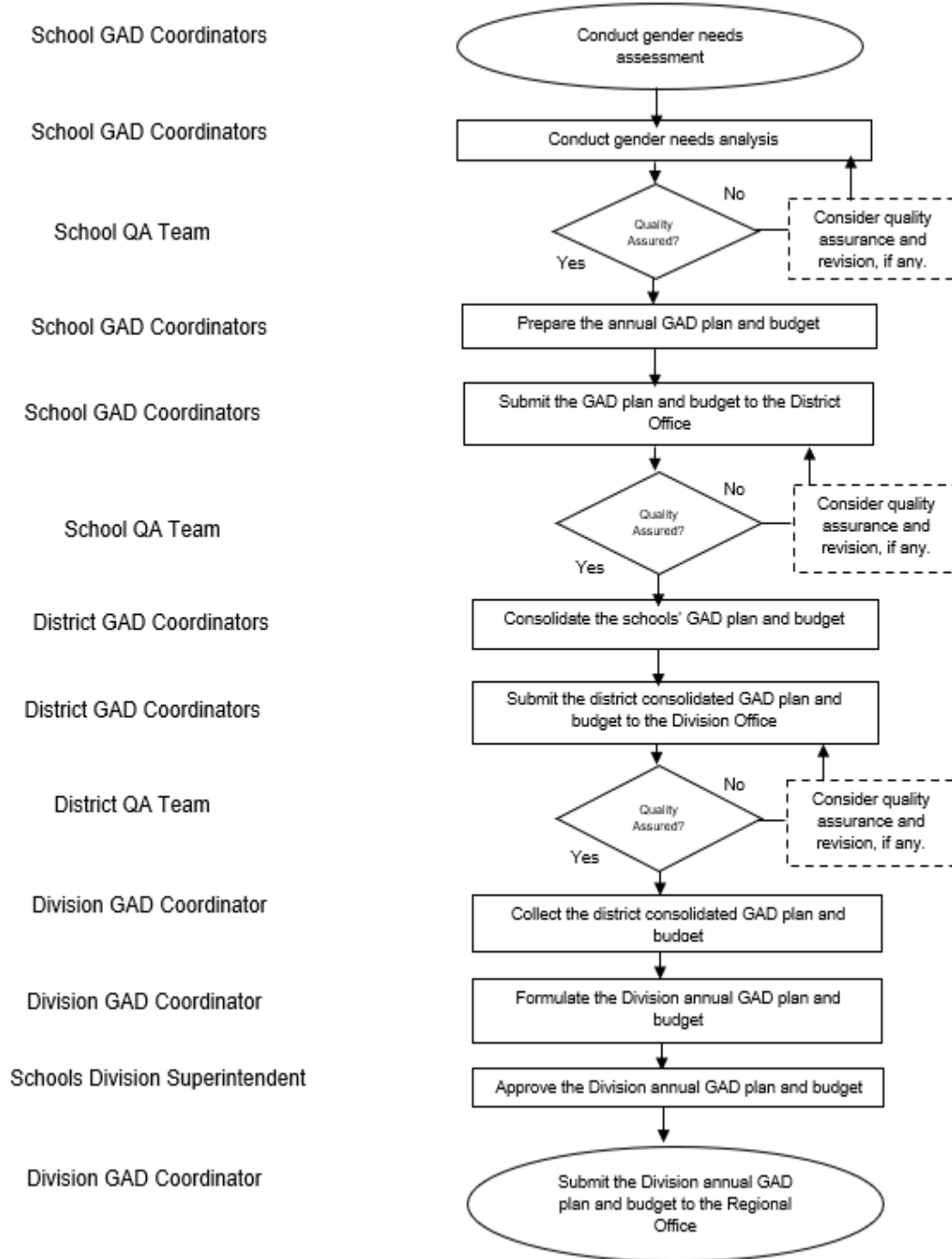
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a.2. Implementation cum Monitoring and Evaluation of GAD PPAs

Person/s Responsible

Activities





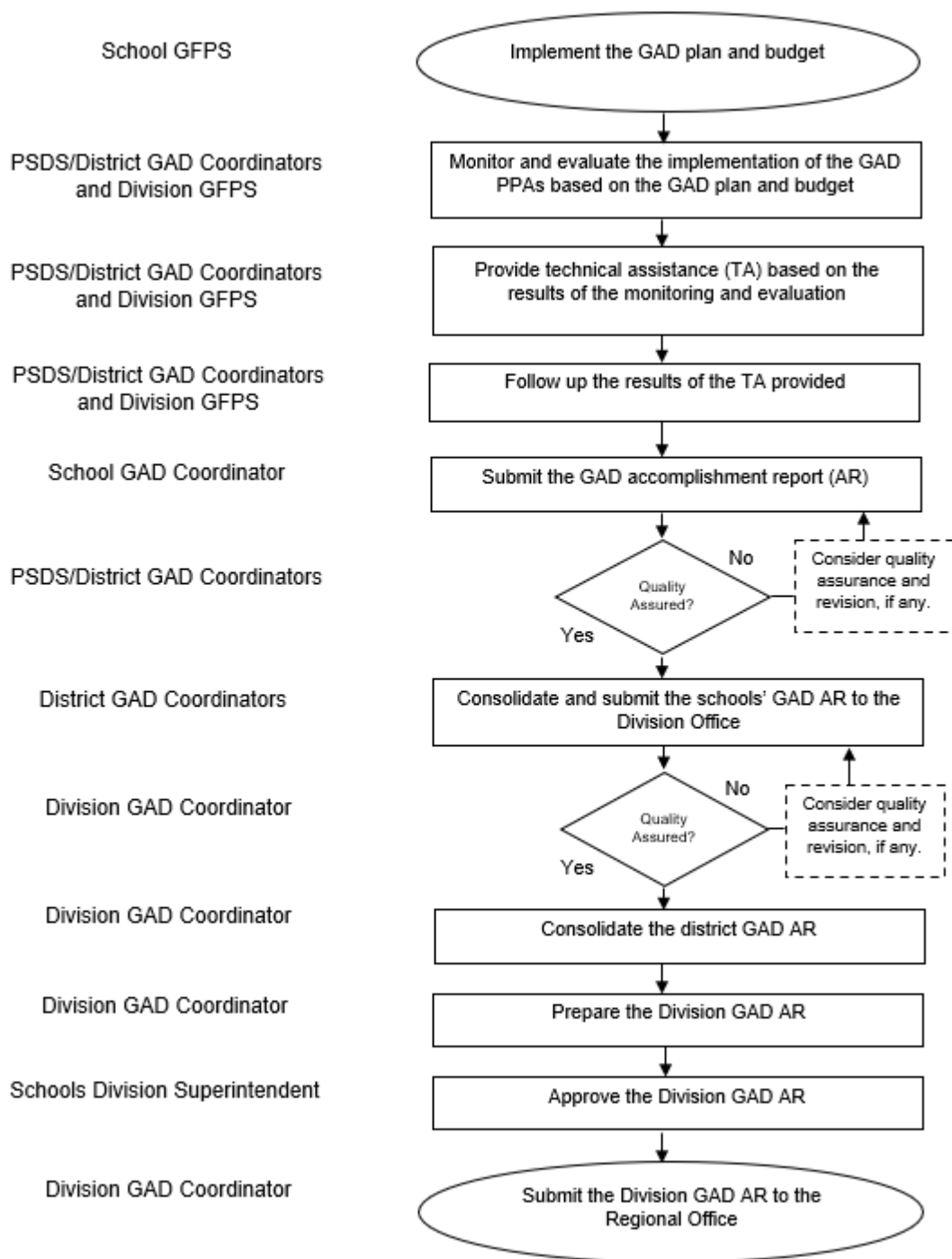
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a.3. Formulation, Submission and Implementation of GAD Monitoring and Evaluation (M&E) Plan





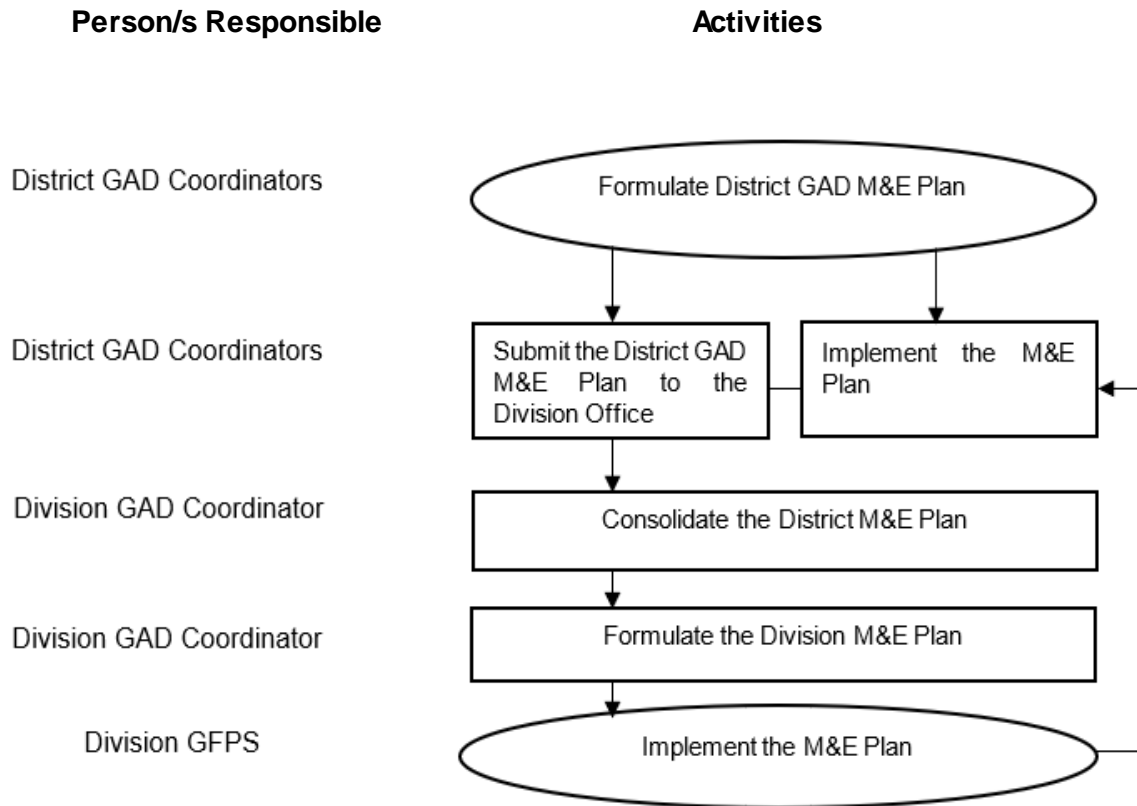
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VIII. REFERENCE DOCUMENT

DepEd Order No. 32, s. 2017: *Gender-Responsive Basic Education Policy*

DepEd Memorandum No. 140, s.2012: *Establishment of Gender and Development Focal Point System*

DepEd Order No. 35, s.2004: *Revision of the Grievance Machineries of the Department of Education*

DepEd Order No. 3, s.2004: *Establishing a Complaint/Grievance Committee with the Department of Education*

DepEd Order No. 63, s. 2012: *Guidelines on the Preparation of Gender and Development (GAD) Plans, Utilization of GAD Budgets and Submission of Accomplishment Reports*

DepEd Order No. 40, s.2012: *DepEd Child Protection Policy*

DepEd Order No. 27, s.2013: *Guidelines and Procedures on the Establishment of DepEd Gender and Development Focal Point System at the Regional, Division, and School Levels*

Republic Act No. 10533: *Enhanced Basic Education Act of 2013*

DepEd Order No. 63, s. 2012: *Guidelines on the Preparation of Gender and Development (GAD) Plans, Utilization of GAD Budgets and Submission of Accomplishment Reports*

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Philippine Commission on Women. (2016). A Handbook on the Application of the Enhanced Gender Mainstreaming Evaluation Framework.

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