



Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE

11 November 2020

DIVISION MEMORANDUM
DM No. 356, s. 2020

**STRENGTHENING DEPED QUEZON GENDER AND DEVELOPMENT THROUGH
PROJECT PU²GAD**

To: OIC-Assistant Schools Division Superintendents, CID and SGOD Chiefs, Education Program Supervisors and Specialists, Public Schools District Supervisors, Elementary and Secondary School Heads, Teachers, and All Concerned

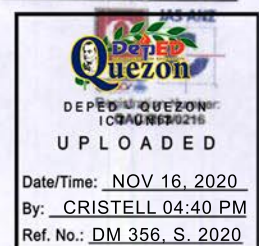
1. Pursuant to the provisions of **Republic Act No. 9710** (Magna Carta of Women (MCW)) and **DepEd Order No. 32, s. 2017** (Gender-Responsive Basic Education Policy), this Office through the Division GAD Focal Point System hereby implements **Project PU²GAD: Promoting Universal and Unified Gender and Development** as a division-initiative to support the achievement of gender equality as reflected in the Sustainable Development Goals (SDG) for 2030, and as a support to the directives and guidelines set in the MCW and Gender-Responsive Basic Education Policy to eliminate all forms of gender discrimination and provide equal access to quality basic education for all.
2. Generally, this project aims to set clear directions to strengthen the implementation of GAD in DepEd-Quezon. Specifically, it seeks to:
 - a. provide framework in the implementation of gender-responsive policies, PAPs, and enabling mechanisms to support gender equality;
 - b. set clear strategies and/or activities on the execution of gender-responsive policies, PAPs, people and enabling mechanisms;
 - c. ensure equal access and involvement of all stakeholders in the implementation of policies, PAPs, and enabling mechanisms; and institutionalize guidelines for GAD planning and budgeting, establishment of GAD focal point system, conduct of gender audit, and development of sex-disaggregated database;

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3. In the achievement of the aforesaid objectives, **Project PU²GAD** shall focus on the implementation of gender-responsive **policies, programs, activities and projects (PAPs), people and enabling mechanisms (3PE)**.
4. In order to effectively integrate gender perspectives in the implementation of policies and PAPs, empowerment of people, and establishment of enabling mechanisms, the DepEd Quezon shall consider the four key elements such as **GAD planning and budgeting, GAD FPS, Gender Audit and Sex-disaggregated Data (3Gs)**.
5. The implementation of **Project PU²GAD** shall also be supported by its key strategies such as **capacity development of stakeholders, monitoring and evaluation of GAD PAPs, and establishment of rewards and recognition system for GAD**.
6. For further details on this support-initiative on GAD, please see the Project Proposal attached hereto.
7. Immediate and widest dissemination of this Memorandum is highly desired.

ELIAS A. ALICAYA, JR., EdD
Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

hrdmgd11/06/2020

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PROJECT PROPOSAL

Strengthening DepEd Quezon Gender and Development through Project PU²GAD

(PU²GAD: Promoting Universal and Unified Gender and Development)



I. Introduction

Gender equality is not only a fundamental human right, but a crucial underpinning to ensure peaceful, prosperous and sustainable world (United Nations, 2020). Looking at the cruciality of expressing the desire for gender equality towards achieving progressive world, the UN General Assembly in 1974 adopted the *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*. This international bill of rights for women defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. Through this *Convention*, the States commit to undertake a series of measures to end discrimination against women in all forms which include the incorporation of the principle of equality of men and women in their legal system, abolishment of all discriminatory laws and adoption of appropriate ones prohibiting discrimination against women; establishment of tribunals and other public institutions to ensure the effective protection of women against discrimination; and elimination of all acts of discrimination against women by persons, organizations or enterprises. (United Nations, 2009)

However, despite the many efforts to end gender discrimination, gender inequalities remain deeply entrenched in every society. Reports have shown that women lack access to decent work and face occupational segregation and gender wage gaps. Also, there were indicated reports that women have denied access to basic education

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and health care and have experienced suffering from violence and discrimination in all parts of the world. Consequently, the United Nations for Women (UN Women) works to eliminate all forms of discrimination among women and girls, empower women and achieve equality between women and men as partners and beneficiaries development, human right, humanitarian action and peace and security. (United Nations, 2020)

As a continuing initiative to end all forms of gender discrimination, the *Sustainable Development Goals (SDGs)*, also known as the *Global Goals*, were adopted by all United Nations Member States in 2015 as a universal call to action to achieve gender equality and empower all women and girls by 2030.

In support to the universal call to ensure gender equality and empowerment of women for nation's development, the Philippine government issued the Republic Act 9710 or Magna Carta of Women (MCW). This is a local translation of the provision of the CEDAW which defines gender discrimination, state obligations, substantive equality and temporary special measures. The issuance of MCW in the country seeks to eliminate all forms of discrimination through recognizing, protecting, fulfilling and promoting the rights of all Filipino women, especially those who are in the marginalized sectors of the society.

The Philippine government further considered education as a pathway to achieve gender equality. Thus, the government through the Department of Education (DepEd) issued DepEd Order No. 32, s. 2017 or Gender-Responsive Basic Education Policy in line with the gender and development (GAD) mandates. With this policy, the DepEd is committed to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights towards the provision and governance of basic education which supports its mandate to ensure access to quality basic education for all.

Hence, the DepEd IV-A CALABARZON, through its GAD focal point system has set its *GAD Goals for 2020-2025* in support to gender-responsive basic education. CALABARZON GAD goals include the establishment of gender-fair education hub in the region, contextualization of GAD systems and structures for regional implementation,

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institutionalization of gender-responsive policy making standards in the region, and harmonization of all GAD PAPs implemented across all units.

In ensuring that the aforesaid CALABARZON goals would transpire in all offices and units, the DepEd-Division of Quezon Province issued the *Division Policy Guidelines on the Implementation of Gender and Development (GAD) Programs, Projects and Activities (PPAs)* in 2020 which 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 achieving gender-responsive PPAs.

The issuance of the said *Division Policy* is further mainly rooted on the audit observation reports submitted by the Commission on Audit (COA) on GAD program in the DepEd-Division of Quezon from 2017 to 2019. The COA reports indicated its non-compliance to *Section 32 of the General Provisions of GAA and Section 36 Chapter VI of RA 9710, requirements of Item 8.7 of Section 8.0 and 4.0, Item 4.4 of PCW-NEDA-DBM Joint Circular No. 2012-01* which highlights its failure to submit GAD plan and budget that is equivalent to 5% of the total appropriation, failure to submit GAD accomplishment report, failure to develop or integrate its existing database GAD information to include gender statistics and sex-disaggregated data in the gender-responsive planning, programming and policy formulation like health concerns of employees and failure to undertake gender audit and analysis of sex-disaggregated data.

Accounting to the three-year repetitive COA findings on the non-compliance of the DepEd-Quezon on the aforesaid mandates, the Division GAD focal person deems the necessity of establishing a support machinery to strengthen the implementation of GAD in the division which will focus on ensuring *gender-responsive policies, PAPs, people and enabling mechanism*. Thus, **project PU²GAD: Promoting Universal and Unified Gender and Development** is hereby proposed as a division-initiative to support the achievement of gender equality as reflected in the SDG, and as a support to the directives and guidelines set in the MCW and Gender-Responsive Basic Education Policy to eliminate all forms of gender discrimination and provide equal access to quality basic education for all.

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II. PU²GAD Description

a. PU²GAD Defined

Project PU²GAD mainly originates from the concept of *nest or pugad* which implies the following:

- *a set of things which are similar but different in size and have been designed to fit inside each other*
- *organization of information in a system*

From the concept of *nest or pugad*, the project title signifies different activities and organized information to integrate gender perspectives in the policies, PAPs and enabling mechanisms as well as in the empowerment of people which intend to promote universal and unified gender and development.

The DepEd-Quezon further adopted the concept of *nest or pugad* to describe that various activities are designed to implement gender mainstreaming in the Division to address different gender issues and needs.

The **heart of Project PU²GAD** is keyed to its role in ***promoting universal and unified gender and development*** in DepEd-Quezon.

Promoting ...

Universal – this project seeks to promote activities which integrate the concepts and perspectives of gender equality applicable to all groups of stakeholders (people) and to all cases of gender issues and needs of the division, districts and schools. The concept of *universality* also indicates existent or operative activities under all gender-related conditions. This term is also used in this project to support the desire of the DepEd-Quezon to magnify gender fairness and equality among all stakeholders in terms of accessibility to activities.

Unified – this project also promotes unified implementation of gender and development activities where all stakeholders from different levels (division, district and school) work together for same goal in achieving gender-responsive basic education through relevant and equitable *policies, PAPs, people and enabling mechanisms (3PE)*. The term *unified* also signifies its intention to integrate gender equality in all aspects of division, district

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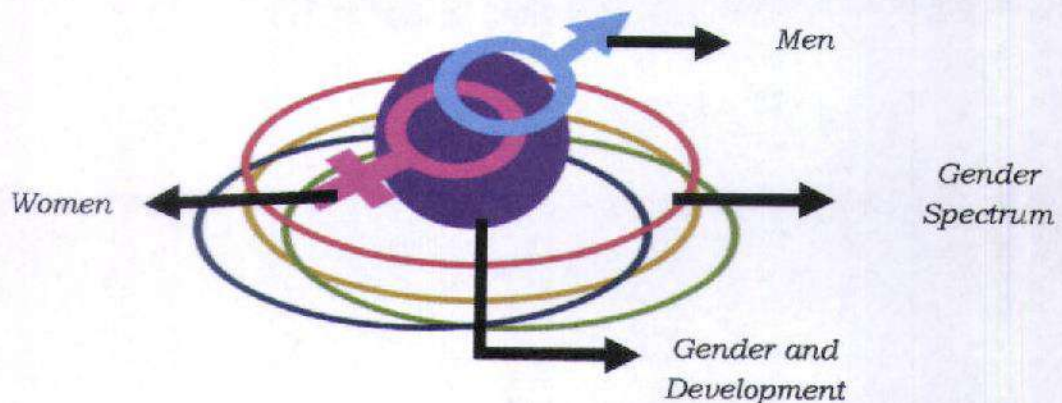
and school governance and operations to support gender mainstreaming in education.

Gender and Development – the development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials which seeks to achieve gender equality.

In the promotion of *universal and unified gender and development* in DepEd-Quezon, **Project PU²GAD** serves its key roles towards having a nest of:

Gender *Sensitive*
Responsive
Basic **E**ducation

b. PU²GAD Icon



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Icon	Character	Meaning
	Men	In this project, the icon represents the group of <i>men</i> in DepEd-Quezon who is involved in the implementation of gender-responsive policies, PAPs, and enabling mechanisms towards achieving quality and relevant basic education. This icon portrays that men have significant roles in the realization of GAD.
	Women	The icon symbolizes the group of <i>women</i> in DepEd-Quezon who are recognized as important part of this project to strengthen GAD through the implementation of policies, PAPs, and enabling mechanisms which are gender-responsive. This icon depicts that women are significant as men to achieve quality and relevant basic education through GAD.
	Gender and Development	<p>This icon presents the image of an <i>egg</i> which is laid by female animals of different species which provide various body nutrients to strengthen human beings. Adopting its character to GAD, it shows that GAD recognizes the development perspectives that <i>women</i> are important breed to educational success and shall be empowered through a development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, and respectful to support gender equality.</p> <p>Further, the icon adopts the character of <i>purple color</i> representing also the concept of GAD. This character signifies gender sensitivity and compassion, gender understanding and support. GAD is</p>

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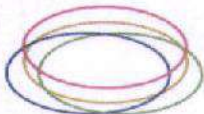
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		<p>considered <i>purple</i> by its character since it signifies gentle and free spirit development of both women and men. This <i>GAD icon</i> also represents the heart of this project. Hence, it is nested at the center of the overall project icon.</p> <p>The icon also expresses that GAD binds the character of <i>men and women</i> while it is being carried (supported) by its <i>nest (pugad)</i>.</p> <p>Hence, the key role of this icon in this project is to link the significant roles of men and women to realize gender-responsive policies, PAPs, and enabling mechanisms towards quality and relevant basic education.</p>
	Gender Spectrum	<p>The <i>nest icon</i> represents the concept of <i>gender spectrum</i>. This project recognizes that gender is a continuum that stretches from men to women and masculine to feminine. This icon further acknowledges that there are existing gender identities other than man or woman. It also shows that there is a prevailing room for a range of gender expressions that fall between masculine and feminine.</p> <p>The character of <i>gender spectrum</i> is also placed as a <i>nest</i> of the three characters: <i>men, women and GAD</i>. It signifies that to strengthen GAD, different sexual orientations, gender identifies and expressions must be recognized.</p> <p>Through this icon, this project projects its support to equality between men and women. This project shall also be implemented NOT to promote different</p>

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		sexual orientations, gender identities and expressions but to help all stakeholders gain better knowledge and understanding about the existence of SOGIE . This aims to promote gender equality and human respect within the existence of gender spectrum.
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III. Legal Bases

The implementation of **Project PU²GAD** is anchored on the following legal bases:

a. Republic Act No. 9710: *Magna Carta of Women*

- The Magna Carta of Women (MCW) is a comprehensive women's human rights law that seeks to eliminate discrimination through the recognition, protection, fulfillment, and promotion of the rights of Filipino women, especially those belonging in the marginalized sectors of the society. It conveys a framework of rights for women based directly on international law.
- Recognizing the fundamental human rights of women in the society, this law mandates all government offices, including government-owned and controlled corporations and local government units to adopt gender mainstreaming as a strategy for implementing the law and attaining its objectives.
- It also mandates (a) planning, budgeting, monitoring and evaluation for gender and development, (b) the creation and/or strengthening of gender and development focal points, and (c) the generation and maintenance of gender statistics and sex-disaggregated databases to aid in planning, programming and policy formulation.
- In support to the implementation of MCW, **Project PU²GAD** is hereby proposed to ensure equal access and elimination of discrimination in education, scholarships, and trainings by integrating gender

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perspectives in the policies, PAPs, and enabling mechanisms for its people. Through this mandate, this project also seeks to magnify the awareness level of the stakeholders on the roles of women in contributing to the development of the society particularly in education through the provision of capacity development.

- b. DepEd Order No. 32, s. 2017: *Gender-Responsive Basic Education Policy*
- Through this policy, the DepEd commits 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 line with the DepEd's mandate to ensure access to quality basic education for all. This policy is also consistent with the DepEd's vision, mission, values and mandate.
 - To support DepEd's commitment to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights in basic education, **Project PU²GAD** is deemed necessary to guide the DepEd-Quezon in the implementation of gender-responsive policies, PAPs, people, and enabling mechanisms through its key elements: *GAD planning and budgeting, establishment of GFPS, conduct of gender audit, and institution of sex-disaggregated data*. This project also supports the aforesaid mandate by adopting its key strategies such as *capacity development, monitoring and evaluation, provision of technical assistance and establishment of rewards and recognition system for GAD*.
- c. PCW-NEDA-DBM JC No. 2001-01: *Guidelines for the preparation of Annual Gender and Development (GAD) Plans and Budgets and Accomplishment Reports to Implement the Magna Carta of Women*
- It provides the guidelines and procedures for the formulation, development, submission, implementation, monitoring and evaluation including accounting of results of agency annual GAD plans and budgets

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(GPBs), and GAD accomplishment reports (AR) are prescribed in all agencies.

- This also provides the mechanics for the development of programs, activities and projects (PAPs) to respect, protect and fulfill the rights of women at the socio-cultural, economic and political spheres.
- Through this *Joint Circular*, **Project PU²GAD** is proposed to support the implementing guidelines of the PCW-NEDA-DBM regarding the preparation of GAD plan and budget and GAD Accomplishment Report. **Project PU²GAD** further supports this *Joint Circular* to provide implementing guidelines to institutionalize the submission of GAD plan and budget as well as GAD accomplishment report to avoid Audit Observation Memorandum (AOM) or the Commission on Audit (COA) findings.

IV. Objectives

This project aims to set clear directions to strengthen the implementation of GAD in DepEd-Quezon. Specifically, this project is proposed to:

- a. provide framework in the implementation of gender-responsive policies, PAPs, and enabling mechanisms to support gender equality;
- b. set clear strategies and/or activities on the execution of gender-responsive policies, PAPs, people and enabling mechanisms;
- c. ensure equal access and involvement of all stakeholders in the implementation of policies, PAPs, and enabling mechanisms; and
- d. institutionalize guidelines for GAD planning and budgeting, establishment of GAD focal point system, conduct of gender audit, and development of sex-disaggregated database;

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V. Scope

This project covers its proposal to strengthen the implementation of GAD in DepEd-Quezon from defining its four key foci, identification of key strategies to implement its key foci towards magnifying gender mainstreaming, and provision of guidelines on its key elements. This also includes the key strategies to support the project implementation, evaluation of the success of this project and its amendment as may deem necessary by the Top Management, and GAD Focal Point System of the Division.

VI. Framework

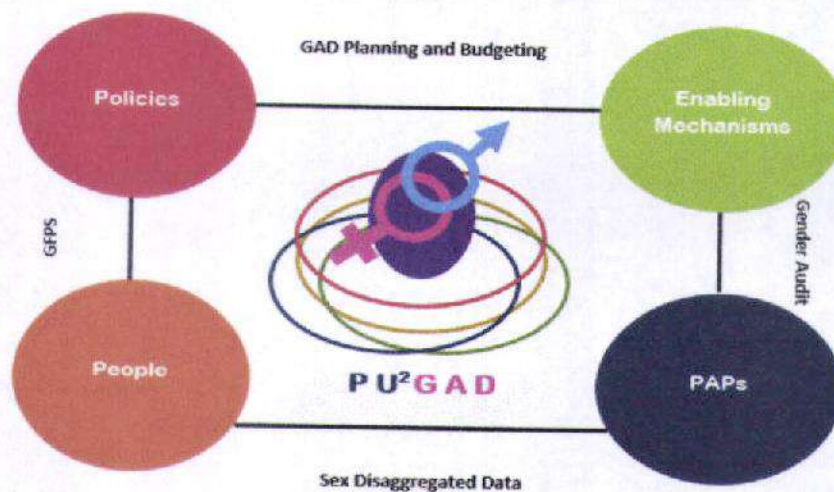


Figure 1. Project PU²GAD Conceptual Framework

The implementation of Project PU²GAD is outlined on the framework provided above. As projected in the framework, this project will focus on the four components of GAD such as policies, PAPs, people and enabling mechanisms. This project believes that by ensuring the gender-responsiveness of the said components, GAD implementation will be strengthened.



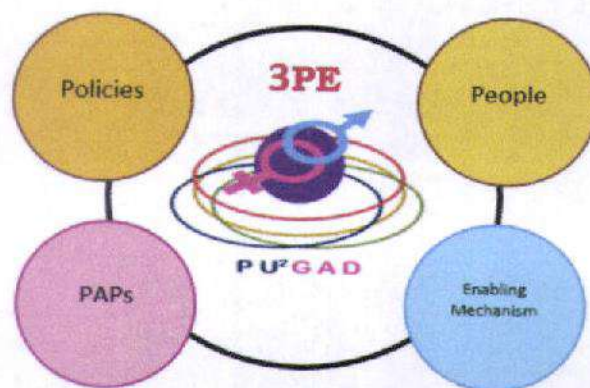
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Aside from the four components, this project will be guided by the four key elements of GAD. These elements include GAD planning and budgeting, GFPS, gender audit, and sex-disaggregated data. This project also believes that institutionalization of the said key elements will further support the implementation of gender-responsive policies, PAPs, people and enabling mechanisms.

VII. PU²GAD Implementation

A. PU²GAD Foci:

- To strengthen the implementation of gender and development in DepEd Quezon through Project PU²GAD, *Policies, People, PAPs and Enabling Mechanisms (3PE)* shall be given great emphasis for improvement.



- **3PE** as essential components towards an enhanced and improved gender and development shall be described operationally and conceptually through the following:
 - Policies** – these include all official communications, statements, pronouncements and mandates issued in the Schools Division of Quezon which support the implementation of gender mainstreaming. These may be



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in the form of division, district or school memoranda that spell out their commitment to pursue gender mainstreaming.

In ensuring the integration of gender perspectives in all policies in the Schools Division of Quezon, the following specific strategies/ activities shall be pursued towards strengthened gender and development.

Strategies/ Activities:

1. Issuance of policies articulating support to GAD mandates and establishing the essential elements of GAD Planning and Budgeting
 2. Conduct of a review on the existing policies for consistency with emerging GAD issues
 3. Issuance of broad statements of intentions or aspirations reflecting its support for GAD- related activities
 4. Issuance of policies reflecting the interest for gender mainstreaming
 5. Issuance of policies addressing the gender needs of the internal and external clients
 6. Institutionalization on the use of gender-fair language and images in its policy issuances
 7. Adoption of a GAD agenda/strategic framework on policies
 8. Integration of GAD perspective in the division, district and school plans
 9. Formulation of division, district and school policies on GAD
 10. Formulation of policies that bridge gender gaps of internal and external clients
 11. Utilization of gender analysis results in the development and/ or enhancement of policies
- b. People** - these refer to the relevant stakeholders who take the action towards strengthening gender and development in Schools Division of Quezon. These include the GAD champions (Top Management), GAD Focal Point System, GAD experts, and internal and external clients.

Relevant stakeholders (people) are considered one most essential indicator to strengthen the implementation of gender and development. Hence, the following strategies/ activities are deemed necessary.



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Strategies/ Activities:

1. Designation of people in strategic positions as members of GAD Focal Point System (GFPS)
 2. Attendance/ participation of all stakeholders on appropriate and relevant capacity development on GAD
 3. Participation of all stakeholders on GAD-related activities
 4. Stakeholders' articulation of gender needs/issues in the development of the organization's GAD PAPs
- c. **Enabling mechanisms** – these refer to the systems and mechanisms installed in the Schools Division of Quezon and the funds allocated for GAD activities.

In ensuring that all installed enabling mechanisms in the Schools Division of Quezon are supportive to the implementation of gender and development, the following strategies/ activities shall be enacted.

Strategies/ Activities:

1. Creation/ reconstitution of GAD Focal Point System (GFPS) in accordance with Magna Carta of Women Implementing Rules and Regulations (MCW IRR) and other pertinent policies issued by oversight agencies
2. Initiation of exploratory activities with the Philippine Commission on Women (PCW) or other agencies/LGUs, institutions and/or individuals to facilitate gender mainstreaming
3. Collection of information to establish sex-disaggregated database and enhancement of GAD M&E system
4. Establishment of other GAD mechanisms in addition to GFPS and GAD database
5. Utilization of at least 5% of budget to implement GAD PAPs
6. Engagement with organizations such as PCW, LGUs and/or other agencies, and individuals to conduct GAD-related PAPs for the organization

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7. Utilization of sex-disaggregated data and/or gender statistics in the development planning cycle (planning, implementation and management and monitoring and evaluation)
- d. **Programs, Activities and Projects (PAPs)** = these refer to the flagship programs or activities and projects that serve as a strategic entry point to mainstream GAD in an organization.

In ensuring the integration of gender perspectives in all PAPs in the Schools Division of Quezon, the following specific strategies/ activities shall be institutionalized and conducted for strengthened gender and development.

Strategies/ Activities:

1. Observing international/ national/local GAD-related events
2. Conducting Basic GAD Orientation or Gender Sensitivity Training (GST) for its internal and external clients
3. Conducting consultation activities with internal and external clients to identify gender issues and corresponding strategies
4. Conducting consultation with the PCW and relevant organizations/ individuals on GAD mainstreaming efforts
5. Reviewing and revising existing Information/Education/Communication (IEC) materials to ensure the use of gender-fair language and images
6. Setting up of a GAD corner
7. Formulating GAD agenda or strategic framework
8. Developing GAD Plan and Budget (GPB) based on GAD agenda, emerging gender issues, international/ national GAD mandates and/or results of gender analysis
9. Conducting deepening sessions on GAD based on the results of the Training Needs Assessment (TNA) or updated GAD policies and tools as part of the continuing capacity development of GAD Focal Point System (GFPS) and concerned staff members
10. Utilization of Gender Analysis (GA) tools and techniques in the review, enhancement or development of PAPs
11. Establishment of facilities and services that address the gender issues and concerns of internal and external clients

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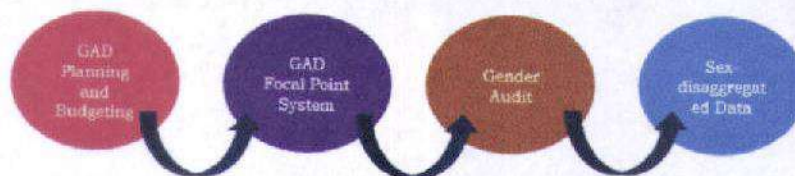
12. Developing orientation modules for new employees with gender-sensitivity as a core competency
13. Developing and disseminating new Information/Education/Communication (IEC) materials on GAD to internal and external clients
14. Creation of GAD section in the website
15. Monitoring of GAD PAPs implementation

B. PU²GAD ELEMENTS:

In order to effectively integrate gender perspectives in the implementation of policies and PAPs, empowerment of people, and establishment of enabling mechanisms, the DepEd Quezon shall consider the following four key elements such as *GAD planning and budgeting*, *GAD FPS*, *Gender Audit* and *Sex-disaggregated data (3Gs)*.



3Gs ELEMENT



a. Institutionalization of GAD Planning and Budgeting

Anchored on DepEd Order No. 32, s. 2017 and PCW-NEDA-DBM Joint Circular No. 2012-01 and supported by the Division Policy Guidelines on the Implementation of PAPs, the DepEd Quezon shall be guided by the following guidelines on the preparation of GAD plan and budget (GPB), utilization of GAD budgets and submission of GAD accomplishment reports.

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

- 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 Women (CEDAW) and other international commitments.*
- 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.*
- 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.*
- 4 *All GAD PPAs shall be subjected to detailed evaluation using the Harmonized GAD guidelines and PCWs evaluation criteria for PPAs.*
- 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.*
- 6 *The existing sex-disaggregated data shall be used as basis for planning, budgeting and policy formulation.*
- 7 *At least 5% of the total agency budget shall be allotted for GAD.*
- 8 *PPAs chargeable to GAD budget shall support gender needs and address gender issues.*

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

- 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.*
- 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.*
- 3 *The district GAD coordinators shall make the consolidation of the GAD PB and GAD AR of the schools.*
- 4 *The district GAD coordinators shall submit the consolidated GAD PB and GAD AR to the schools division office through the SGOD-HRTD section.*
- 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.*

b. Establishment and Empowerment of 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





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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
Grade Level Coordinator/s (Elementary)
Guidance Teacher/Coordinator
School Bookkeeper (Secondary)
Administrative Assistant

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:

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.*



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2. *The schools shall submit an accomplishment report to the schools division office through the district offices in-charge.*
3. *The school is subjected to monitoring and evaluation of the GAD plan and budget with primary focus on the PPAs proposed.*

d. Conduct of Gender Audit

- It refers to the assessment and checking of the integration of gender and development perspective in the implementation of policies, PAPs, enabling mechanisms and in the empowerment of people.
- The conduct of gender audit may be supported by the use of the Enhanced Gender Mainstreaming Evaluation Framework (GMEF) and Harmonized Gender and Development Guidelines (HGDG) tools.
- Through Project PU²GAD, the DepEd-Quezon shall institutionalize the conduct of gender audit to help the Division, District and School Offices identify their strengths and weaknesses as to the implementation of gender and development.

e. Collection and Development of Sex-Disaggregated Database

In ensuring a strengthened implementation of GAD, the DepEd-Quezon shall institutionalize the following guidelines on the collection of gender and development sex-disaggregated data:

1. The division GAD focal point system members shall be responsible on the implementation of the guidelines on the collection of gender and development sex-disaggregated data.
2. The division GAD focal point system members through the GAD focal person shall be responsible for the development of GAD survey instrument for the collection of the division sex-disaggregated data.



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3. The Quality Assurance, Technical Assistance and Monitoring and Evaluation (QATAME) team shall conduct quality assurance on the developed survey instrument.
4. The division GAD focal point system members through the GAD focal person shall disseminate information regarding the collection of the division sex-disaggregated data through the GAD survey instrument.
5. The School GAD focal point system members through the GAD focal person shall orient the school employees regarding the collection of the division sex-disaggregated data.
6. All employees in the Division of Quezon who voluntarily agreed to take part in the survey shall accomplish the GAD survey instrument using the given division templates.
7. The School GAD focal point system members through their GAD focal person and the secretariat shall consolidate the accomplished GAD survey instrument using the given division template.
8. The district GAD focal person shall be responsible for the consolidation of the school consolidated GAD survey instrument using the given division template.
9. The division GAD focal person with the secretariat head shall consolidate the district and the SDO consolidated GAD survey instrument using the given division templates.
10. The division GAD focal point system members through the GAD focal person shall be responsible for the development of the Division GAD plan and budget based on the statistical reports and analysis on the gender needs of the employees.

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Key strategies to support the implementation of Project PU²GAD:

- Capacity Development of GAD Stakeholders
- Monitoring and Evaluation of GAD PAPs
- Provision of Technical Assistance to GAD implementation
- Establishment of Rewards and Recognition System for GAD

Expected Key Results:

a. Policies

- Established policies that support GAD mandates and GAD-related activities
- Established policies that support the institutionalization of GAD planning and budgeting
- Established policies on gender-mainstreaming
- Established policies on the use of gender-fair language
- Established policies to address the gender needs of the internal and external clients

b. People

- Institutionalized GFPS
- Provided regular capacity development for GFPS members

c. Enabling Mechanisms

- Institutionalized conduct of regular review on the existing enabling mechanisms such as GFPS and the rules governing its implementation
- GAD activities initiated with the PCW, LGU or other institutions to support gender-mainstreaming
- Establishment of sex-disaggregated database
- Establishment and enhancement of M&E system
- Utilization of at least 5% of budget to implement GAD PAPs

d. PAPs

- Conducted activities observing international/ national/local GAD-related events
- Conducted Basic GAD Orientation or Gender Sensitivity Training (GST) for its internal and external clients

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- Conducted consultation activities with internal and external clients to identify gender issues and corresponding strategies
- Conducted consultation with the PCW and relevant organizations/ individuals on GAD mainstreaming efforts
- Reviewed and revised existing Information/Education/Communication (IEC) materials to ensure the use of gender-fair language and image
- Established GAD corner
- Conducted deepening sessions on GAD TNA results and updated GAD policies and tools
- Utilized Gender Analysis (GA) tools and techniques in the review, enhancement or development of PAPs
- Established facilities and services addressing gender issues and concerns of internal and external clients
- Developed orientation modules for new employees with gender-sensitivity as a core competency
- Created GAD section in the website
- Conducted regular monitoring of GAD PAPs implementation

Committee:

This project shall be implemented through the support and approval of the Top Management and members of the Division GAD Focal Points System of DepEd-Quezon. Committee members to support and oversee this project shall compose the following:

Chairperson

ELIAS A. ALICAYA, JR.
OIC-Schools Division Superintendent

Technical Working Group Head

GREGORIO A. CO, JR.
OIC, Office of the Assistant Schools Division Superintendent

Members

MICHELLE G. DUMA
EPS-II, HRD
Division GAD Coordinator

ELIZABETH M. DE VILLA
SGOD Chief

LORENA S. WALANGSUMBAT
CID Chief

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	CATHERINE A. PUREZA <i>Budget Officer/AO V</i>
	SUSAN P. FONTARUM <i>Accountant III</i>
	MARIA DOLORES D. ATIENZA <i>AO V</i>
	MARBIN JERAMIL D. FRAGATA <i>Planning Officer III</i>
Secretariat	REGINA V. MARINO <i>SEPS, HRD</i>
	MARY JOYCE P. SALAMAT <i>EPS-II, SMN</i>
	Z-ANN LEAH B. ZULUETA <i>ADAS III, Accounting</i>
Monitoring and Evaluation	OSCAR R. DUMA, JR. <i>SEPS, M&E</i>
	Public Schools District Supervisors District GAD Program Coordinators

C. Funding

As a support to the implementation of this project, funding of the activities proposed herein shall be made from the allotted 5% of the annual total estimated budget of the Schools Division of Quezon as per PCW-NEDA-DBM JC No. 2001-01. Funding to support the implementation of the project activities shall be anchored to the GAD planning and budgeting guidelines and shall be subjected to COA auditing rules and regulations.

D. Evaluation

The success of the implementation of this project shall be measured on annual basis using the indicative strategies/ activities set for each project key focus and guidelines provided for each project key element. The evaluation to be made shall also be supported by the expected versus the actual results of the implementation of this project.

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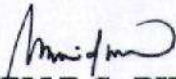


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E. Amendment

Any part of this project will remain in force and in effect unless repealed, amended or rescinded as may be deemed necessary by the Top Management, and GAD Focal Point System of DepEd-Quezon.


Prepared:


MICHELLE G. DUMA
Division GAD Coordinator
Project Proponent

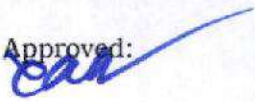
Noted:


ELIZABETH M. DE VILLA
SGOD Chief
Member, Division GFPS

Recommending Approval:


GREGORIO A. CO, JR.
OIC-Assistant Schools Division Superintendent
TWG Head, Division GFPS

Approved:


ELIAS A. ALICAYA, JR., EdD
OIC-Schools Division Superintendent
Chairperson, Division GFPS

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