

Republic of the Philippines
Department of Education
Region V – Bicol
TANGGAPANG PANSANGAY NG CATANDUANES

3 February 2025


DIVISION MEMORANDUM

No. 098 s. 2025

**SUBMISSION OF SCHOOL'S GENDER AND DEVELOPMENT
(GAD) PLANS AND BUDGET AND GAD FOCAL POINT SYSTEM (GFPS)
SY 2025-2026**

TO: Assistant Schools Division Superintendent
Chiefs, SGOD, and CID
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. This office disseminates the Gender and Development (GAD) Calendar of Activities of the Schools Division Office and the Regional GAD Calendar of Activities for CY 2025.
2. The primary objective of this calendar is to efficiently and effectively execute the GAD mandated and associated activities for CY 2025, in alignment with the mandates outlined in the 1987 Philippine Constitution, RA 9710 commonly known as Magna Carta for Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, as well as the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), and DepEd Order no. 32 s. 2017.
3. The School GAD Focal Persons in Elementary and Secondary Schools are requested to submit the following on or before February 15, 2025:
A. Profile of the School GAD Coordinator (through this link: <https://tinyurl.com/ProfileSchoolGAD>)
B. District Reports (through this link: <https://tinyurl.com/SchoolGADDocs>) to include:
B.1. GAD Plans and Budget for SY 2025-2026
B.2. School Calendar of Activities
B.3. School Focal Point System
4. Enclosed in this memorandum is a sample of GAD Plans and Budget for reference.
5. Compliance to this memorandum is desired.


CECILE C. FERRO, CESO VI
Assistant Schools Division Superintendent
Officer- In Charge
Office of the Schools Division Superintendent





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SDO GAD PLANS AND BUDGET CY 2025

Gender Issues and/or GAD Mandate	Cause of Gender Issues (2)	GAD Result Statement/ GAD Objectives (3)	Relevant Agency MFOP /PAP (4)	GAD Activity (5)	Output Performance Indicators and Targets (6)	GAD Budget (7)	Source Budget (8)	Responsible Unit /Person(9)
Client Focus: MAINSTREAM GENDER IN ALL POLICIES AND PROGRAMS, PROJECTS, AND ACTIVITIES								
1. Lack of gender-related advocacies and mainstreaming in the Department Low level of awareness and appreciation on gender quality and gender issues within the DepEd	Lack of awareness on GAD PAPs	To mainstream the GAD PAPs in the Curriculum, Instruction, and Assessment	LEARNERS DEVELOPMENT	Advocate gender equality in all aspects of development and ensure that PPAs are made congruent with the PCW/ SIP, AIP, and DEDP/ BE-LCP Include in the School calendar the observance and celebrations	Conducted activities relevant to GAD such as Women's Month Celebrations, GAD- VAW-C activities developed learning materials that integrate gender equality, human rights, sexuality, reproductive		GAD Fund	OSDS CID SDO GAD Focal School GAD Coordinators Teacher Non-Teaching Personnel



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				related to GAD to increase awareness of DepEd Community in GAD PAPs.	health education, peace education, environmental studies, and child protection.			
2. Gender-Biases and stereotypes are still embedded in curricula, instructional materials, classroom teaching strategies, learning media, and school policies	Lack of awareness and contextualized GAD learning materials	To develop and design learning materials that are GAD responsive	CURRICULUM Development	<p>Conduct workshop on writing learning resource, instructional materials with GAD content</p> <p>Conduct Demonstration Teachings with focus on GAD awareness</p>	<p>Advocacy materials/learning resource materials</p> <p>Conducted Demonstration Teaching</p>		GAD Fund	OSDS CID- LRMDS SGOD- Focal Teachers School Heads



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				Conduct quarterly GAD- Day activities	Conducted quarterly GAD School- Based activity			
				Conduct Awards and Recognition Program to Recognize Best GAD – Responsive Materials and GAD – Responsive Teachers	Awarded and Recognized BEST GAD- Responsive Teachers and Learning Materials			
				Conduct Monthly GADLAC for Teachers, Non- Teaching and learners	Conducted monthly GADLAC Sessions in schools and			



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					learning centers			
3. Continued vulnerability and heightened risk to sexual harassment and other forms of gender-based discrimination and violence in education and training institutions due to unsafe use of social media.	Lack of awareness Values distortion	To prevent the prevalent increase of sexual harassment and other forms of violence in school, learning centers and in the community.	Policy School Community Awareness and development	Intensify the Peer-Counselling Sessions in Schools and learning centers Capacitate learners and teachers in conducting a counseling session	Conducted Youth Encounters, Youth Savers Program for values restoration Conduct capacity building activities on counselling and other related skills.			
4. Lack of sex-dis aggregated	Lack of skill in data	To decrease the number of boys	ASSESSMENT	Strengthened cooperation	Conducted forum to		GAD Fund	OSDS CID



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data for use in planning, implementation, and monitoring of DepEd PPAs. Under performance of boys in Key education indicators 1	analysis Gender Biases Socio-Cultural issues	and girls who were dropping out of schools To increase the performance level of boys in all indicators.		and partnership with agencies, parents, and the community. Provide timely and appropriate support and intervention to learners who are at risk of dropping out.	parents, community and stakeholders Intensified the A-adopt or support a Child/learner program Provide financial support to economically deprived children through partnership and linkages.		Support fund	SGOD-Focal SocmobNet
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					<p>Provide Kabuhayan Project para sa Kabataan in Coordination with TESDA, DTI and MSWD</p> <p>A House with Out A Home: A sheltering program for orphaned students underprivilege children etc.</p> <p>GABAY-ALALAY PROGRAM: Providing financial assistance to</p>			
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					poor but deserving learners (financial support may be taken from the from school canteen income.			
5. Increase number of learners and DepEd personnel who are undernourished, Sick and suffer from health problems/issues.	Health and safety Disparity	To Implement Programs, projects, and services of School Health Development to learners and DepEd Personnel To provide equal opportunity to	LEARNER SUPPORT Policy Client -focus Organization Focus	Provision of mental health and psycho social support services to learners and such as girl-child adolescent, sexual reproductive health	Provided mental health and psycho social support services to learners and such as girl-child adolescent, sexual reproductive health services, and conduct youth			



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		learners and teachers on health services and youth development program. Provide a safe learning environment to learners		services, and conduct youth development	development through personality activities. Intensify the partnership and linkages with other agencies and activities in schools and in the community to implement the program.			
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ORGANIZATION FOCUS							
ENSURE GENDER PARITY IN STAFFING AND CREATE AN ENABLING WORK ENVIRONMENT							
Disparity in staffing pattern in the organization, Professional growth and development to teachers, related teaching and non-teaching personnel.	Lack of awareness knowledge, and skills in the GAD-Responsive organization	To conduct capacity-building for all employees on Gender-Responsive Basic Education and in handling gender issues and concerns	HUMAN RESOURCE AND DEVELOPMENT	Strengthen the capacity building for employees on GRBE and in handling gender issues and concerns. Ensure that the implementation of the RPMS- is gender-responsive Ensure programs respond to employees' various needs and	Conduct capacity building activities such as but not limited to fora, Mental and Psycho social activities and awards and recognition to SDO Employees	-	



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				promote employees' physical, mental, psychological, social, and spiritual well-being are gender-responsive. Give rewards and recognition to employees which are gender-responsive.				
TOTAL :								



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Recommending Approval:

DELFIN A. BONDAD

Public Schools District Supervisor
OIC- Office of the Assistant Schools Division Superintendent

Approved:

CECILE C. FERRO, CESO VI
Schools Division Superintendent
Officer- In- Charge
Office of the Schools Division Superintendent