



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID-2023- 357

To : Assistant Schools Division Superintendent
Division Chiefs
Public Schools District Supervisors
Education Program Supervisors
Elementary and Secondary School Heads
School GAD Coordinators

Subject : RECOGNITION OF OUTSTANDING PERFORMANCE ON GENDER
AND DEVELOPMENT (GAD) PROGRAM IMPLEMENTATION IN
REGION XI

Date : September 5, 2023

In reference to Regional Memorandum No. FTAD-2023-018 regarding **Recognition of Outstanding Performance on Gender and Development Program Implementation**, this office informs the field that the Regional Office issued Guidelines for the Recognition of Outstanding Performance relative to Gender and Development Program Implementation in schools as provided in DepEd Order No. 32, s. 2017.

The said initiative is aimed to motivate and acknowledge teachers and schools of their exceptional commitment in promoting gender equality, gender equity, gender sensitivity, and women empowerment.

Schools are advised to document all the programs, projects, and activities conducted in schools integrating Gender and Development. A division evaluation shall be done anytime within this school year. Evaluation schedule shall be announced in a separate issuance.

Attached to this Memorandum is the Guidelines for the Recognition of Outstanding Performance on GAD Program Implementation.

For information and guidance.

DepEd Schools Division of Digos City
RECORDS SECTION

RELEASED
21-106328

DATE: SEP 11 2023 TIME: 10:14 am
BY: [Signature]

[Signature]
MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent



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Schools Division Office - Davao Region

RECORDS SECTION

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Office of the Regional Director

REGIONAL MEMORANDUM
FTAD-2023-018

To : Schools Division Superintendents
Division GAD Focal Persons
All Others Concerned

Subject: RECOGNITION OF OUTSTANDING PERFORMANCE ON GENDER
AND DEVELOPMENT (GAD) OF REGION XI

Date : August 4, 2023

To motivate and acknowledge teachers and schools in the elementary and secondary levels of their exceptional commitment to promoting gender equality, gender equity, gender sensitivity, and women's empowerment, this office announces the Recognition of Outstanding Performance on Gender and Development (GAD) of Department of Education (DepEd) Region XI.

The GADvocate Awards recognizes the extraordinary achievements of DepEd Region XI teachers and schools in the implementation of Gender and Development which provides Gender-Responsive Basic Education as mandated by the D.O. 32 s. 2017.

Attached to this memorandum is the Guideline for the Recognition of Outstanding Performance on GAD for your information and guidance.

Immediate dissemination and compliance of this Memorandum is directed.

DEPARTMENT OF EDUCATION - DAVAO REGION

RECORDS SECTION

RELEASED

ALLAN G. FARNAZO

Director IV

By the Authority of the Regional Director:

Enclosed As Stated:

ROF3/app

22391
Aug. 8, 2023

ROF3 ENRIQUEZ
Chief Administrative Officer
Officer-In-Charge



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**Recognition of Outstanding Performance on Gender and Development
(GAD) of DepEd Region XI**

I. BACKGROUND AND RATIONALE:

The purpose of presenting awards for gender and development is to motivate, acknowledge, and reward the organizations, groups, or individuals that have demonstrated exceptional commitment to promoting gender equality and women's empowerment.

Recognition and Motivation: The awards serve as a mechanism to recognize the efforts of those who have made significant contributions to gender and development. They also serve to motivate others to strive for similar achievements.

Promotion for Best Practices: By giving awards, organizations can highlight successful strategies and practices that have led to significant progress in the field of gender and development. These can serve as models for others to learn from and replicate.

Awareness and Advocacy: The awards can help raise awareness about gender issues and encourage a broader societal commitment to gender equality. They also provide a platform for advocacy, pushing for continued attention and action on gender and development.

Accountability: The awards serve as a mechanism for holding entities accountable for their gender commitments and actions. They reward those who are doing well, while highlighting those who need to do more.

Capacity Building: They can foster a culture of continuous learning and improvement. By striving to win such awards, organizations are often encouraged to self-respect, assess their own practices, and strive for better.

By recognizing and celebrating the outstanding achievements in gender and development, such awards play a crucial role in advancing gender equality and social progress.

In the Philippines, the legal basis for promoting gender and development and providing awards in this field comes from a range of legal and institutional frameworks. Some of the relevant laws and frameworks include:

The Magna Carta of Women (Republic Act No. 9710): Passed in 2009, this is a comprehensive law on women's rights and gender equality. It promotes the empowerment of women and ensures equal opportunities for men and women in social, economic, and political fields.



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The Women in Development and Nation Building Act (Republic Act No. 7192): This law promotes women's rights and their participation in national development. It includes provisions for equal opportunities in all government and private sectors.

The Gender and Development (GAD) Budget Policy: This policy mandates that all government departments and agencies allocate at least 5% of their annual budgets to gender and development programs. The GAD Budget is used to fund activities that contribute to gender equality and women's empowerment.

The Philippine Development Plan (PDP): This is a mid-term plan drafted by the National Economic and Development Authority (NEDA) that has specific provisions for gender and development.

In consonance to these legal bases, the Department of Education, likewise issued the **Department Order No. 32 s. 2017** titled "Gender- Responsive Basic Education Policy," which provides the Gender-Responsive Basic Education that shall allow the Department to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights in the provision and governance of basic education

II. SCOPE OF THE AWARD

The **GADvocate Awards** recognizes extraordinary achievements of public elementary and secondary school teachers and GAD implementing schools in Region XI promoting gender equality and women's empowerment. This award is inspiring individuals, organizations, and initiative that have made significant contributions to the field.

III. STRATEGIC OBJECTIVES

Driving Systemic Change: Recognizing entities that are effectively promoting gender equality can encourage more systemic changes across organizations and societies.

Promoting Best Practices: By awarding entities that demonstrate effective strategies in gender development, these strategies can be shared, replicated, and further developed by others.

Influencing Policies: Awards can serve as a platform to influence policies and drive legislative change, as they highlight successful strategies and outcomes in gender development.

Encouraging Innovation: By recognizing and celebrating pioneering initiatives, awards can foster an environment of innovation in the field of gender development.



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Objectives:

Recognition of Efforts: Awards honor the hard work, dedication, and commitment of individuals, organizations, or initiatives that have made significant strides in gender development.

Raising Awareness: These awards can raise public awareness about gender issues and the importance of gender development, by drawing attention to the work of the awardees.

Motivation: Awards motivate and inspire other individuals or organizations to strive for excellence in their gender development initiatives, and to persist in their work even in the face of challenges.

Building Capacity: Through participation in award programs, entities can gain knowledge and skills that improve their own practices, while also building a community of practice that supports ongoing learning and improvement.

Overall, the objectives of giving awards in relation to GAD are multifaceted and interconnected, aiming to achieve gender equality and empower all women and girls, in line with the UN Sustainable Development Goals (SDG 5).

IV. CATEGORIES OF AWARDS

Basic Eligibility Requirements

Institutionalization: The school should have institutionalized Gender and Development programs within its structure, for example, establishment of a GAD office or focal point.

Budget Utilization: The school must allocate and effectively utilize at least 5% of its annual budget for GAD-related initiatives or programs.

Program Implementation: The school should have implemented gender-related initiatives or programs which have made a measurable impact in promoting gender equality.

Infrastructure: The school must have established necessary facilities in support of gender development, such as a Breastfeeding Station, Child-Minding Station, and a dedicated GAD Corner.

Policy: The school should have a functional Committee on Decorum and Investigation (CODI) to address any cases of sexual harassment.

Data Management: The school should maintain a GAD database to track and measure the effectiveness of its gender development initiatives.



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Individual Category (Public School Teachers)

Employment Status: The individual must be a currently employed teacher in a public school.

GAD Advocacy: The teacher must demonstrate consistent commitment to promoting gender equality, both within and outside of their classroom.

Program Involvement: The teacher should have actively been involved in GAD-related initiatives or programs at the school, community, or regional level.

Professional Development: The teacher should have participated in gender development training or workshops and applied the knowledge in their teaching practice.

Leadership: The teacher must show evidence of leadership in advocating for gender equality within their school or community.

Impact: The teacher's actions should have made a positive, measurable impact in promoting gender equality among students, colleagues, or the broader community.

The School Category has the following parameters:

1. **Utilization of at least 5% of the total GAD budget:** This refers to the requirement that at least 5% of the total agency budget is allocated towards initiatives promoting Gender and Development. This can include programs, activities, and projects that address gender issues or contribute towards gender equality and women's empowerment.

2. **Functional Committee On Decorum and Investigation (CODI):** A CODI is a committee required in workplaces to handle cases of sexual harassment. A functional CODI actively investigates complaints, promotes awareness about sexual harassment, and maintains decorum in the workplace.

3. **Institutionalization of GAD Focal Point System:** The GAD Focal Point System is a strategy to ensure the integration of gender perspectives at all levels within an organization. Institutionalizing it means establishing this system as a permanent and integral part of the organization's structure and operations. It involves putting in place mechanisms, resources, and structures to facilitate and ensure gender mainstreaming.

4. **Establishment of Breastfeeding Station and Child-Minding Station:** This pertains to the creation of dedicated spaces within the workplace for breastfeeding and childcare. These are aimed at supporting working parents, particularly women, and promoting a family-friendly work environment.

5. **Establishment of GAD Database:** This refers to creating a comprehensive system or database to collect, store, and analyze data on gender issues. This can be



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used to monitor gender inequalities, evaluate the effectiveness of gender initiatives, and inform decision-making.

6. **Establishment of GAD Corner:** This is about setting up a dedicated space or corner in the office or another communal area where information about gender issues and the organization's GAD initiatives can be shared. This can include posters, pamphlets, books, and other resources.

7. **Implementation of GAD-related initiatives or GAD-related best practices:** This involves putting into action initiatives or practices aimed at promoting gender equality and women's empowerment. This could include gender-sensitive policies, programs addressing gender-based violence, initiatives to promote women's leadership, training programs on gender issues, and more.

Rubrics

Indicator	Criteria				Score
1.Utilization of at least 5% of the total GAD budget (20 points)	No utilization of GAD Budget (0 pt.)	Utilization below 5% (1-10 pts.)	Utilization below 5% (11-15 pts.)	Utilization above 5% (16-20 pts.)	
2.Functional CODI (10 points)	No established committee (0 pt.)	Committee established, but lacks functionality. (1-3 pts.)	Committee functional, but lacking some key concepts. (4-6 pts.)	Fully functional and efficient committee. (7-10 pts.)	
3.Institutionalization of GAD Focal Point System (15 points)	No established GAD Focal Point System (0 pt.)	Established system, but not yet institutionalized. (1-5 pts.)	Partially institutionalized system. (6-10 pts.)	Fully institutionalized GAD Focal Point System (11-15 pts.)	
4.Establishment of Breastfeeding Station and Child-Minding Station (15 points)	No established stations. (0 pt.)	Only one type of station established. (1-5 pts.)	Both types of stations established, but lacking functionality or accessibility. (6-10 pts.)	Both types of stations established, functional, and easily accessible. (11-15 pts.)	
5.Establishment of GAD Database (10 points)	No GAD database established. (0 pt.)	GAD database established, but lacks comprehensiveness or is not updated regularly. (1-3 pts.)	GAD database established, somewhat comprehensive, and updated regularly. (4-6 pts.)	Fully comprehensive and regularly GAD database. (7-10 pts.)	
6.Establishment of GAD Corner (15 points)	No GAD corner established (0 pt.)	GAD corner established, but lacks resources or accessibility. (1-5 pts.)	GAD corner established and somewhat resourceful. (6-10 pts.)	Fully equipped and easily accessible GAD corner. (11-15 pts.)	



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7.Implementation of GAD-related initiatives or GAD-related best practices (15 points)	No GAD-related initiatives or best practices implemented (0 pt.)	Some GAD-related initiatives or best practices implemented. (1-5 pts.)	Several GAD-related initiatives or best practices implemented effectively. (6-10 pts.)	Broad and effective implementation of multiple GAD-related initiatives or best practices. (11-15 pts.)	
Total					

Individual Category

The parameters for an individual being considered for a Gender and Development Award may include, the following:

1. Advocacy and Leadership

- Level of leadership shown in advocating for gender equality and women's empowerment.
- Role in influencing policies, norms, and behaviors towards gender equality within their sphere of influence.

2. Implementation of Gender-Related Initiatives

- Direct involvement and contribution to GAD-related initiatives, programs, or projects.
- The impact and reach of these initiatives.

3. Innovation

- Application of innovative approaches or solutions to address gender issues.
- Success in driving change and achieving results through these innovative methods.

4. Capacity Building

- Efforts made towards enhancing the capacity of others (individuals or groups) in relation to gender issues.
- Role as a mentor or educator in the field of gender and development.

5. Collaboration and Networking

- Ability to work collaboratively with diverse stakeholders (e.g., local communities, government, NGOs, international organizations) to promote gender equality.
- Success in leveraging networks for advocacy and action on gender issues.



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6. Personal Commitment

- Evidence of a strong personal commitment to gender equality and women's empowerment.
- Consistency of their actions with their advocacy.

These parameters would typically be evaluated through a combination of direct observation, testimonies from collaborators or beneficiaries, and an assessment of the results of the individual's efforts. The specific criteria and scoring system can be tailored to the context and specific objectives of the award.

Rubrics

Indicator	Criteria				Score
1. Advocacy and Leadership (20 points)	Limited to no evidence of advocacy or leadership for gender equality. (0 pt.)	Some evidence of advocacy, limited leadership role. (1-7 pts.)	Moderate advocacy and leadership activities, impact may be localized. (8-14 pts.)	Strong, consistent advocacy and leadership roles with wide-ranging impact. (15-20 pts.)	
2. Implementation of Gender-Related Initiatives (15 points)	Limited to no gender-related activities (0 pt.)	Some involvement in gender-related initiatives, but impact is limited. (1-5 pts.)	Significant involvement in initiatives with moderate impact. (6-10 pts.)	Direct and substantial involvement in high-impact gender-related initiatives (11-15 pts.)	
3. Innovation (20 points)	Little to no evidence of innovative approaches or solutions in addressing gender issues. (0 pt.)	Some innovative ideas, but lack of implementation or significant results. (1-7 pts.)	Moderate innovation with some successful outcomes. (8-14 pts.)	High level of innovation with successful and impact outcomes. (15-20 pts.)	
4. Capacity Building (15 points)	No efforts towards capacity building related to gender-issues. (0 pt.)	Some efforts towards capacity building, but impact is limited. (1-5 pts.)	Significant efforts towards capacity building with moderate impact. (6-10 pts.)	High impact capacity-building efforts, such as significant mentorship or educational roles. (11-15 pts.)	
5. Collaboration and Networking (15 points)	Limited to no evidence of collaboration or networking for	Some collaboration and networking, but impact or reach is limited.	Significant collaboration and networking activities with moderate impact.	Extensive and effective collaboration and networking with diverse stakeholders,	



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	promoting gender equality. (0 pt.)	(1-5 pts.)	(6-10 pts.)	with high impact. (11-15 pts.)	
6. Personal Commitment (15 points)	Limited to no evidence of personal commitment to gender equality. (0 pt.)	Some personal commitment but actions and advocacy are inconsistent. (1-5 pts.)	Consistent personal commitment and action towards gender equality (6-10 pts.)	Strong, enduring personal commitment with actions significantly advancing gender equality. (11-15 pts.)	
Total					

OUTCOMES:

The process of giving awards for Gender and Development (GAD) has several anticipated outcomes:

Increased Awareness: The awards process can raise awareness about gender issues and the importance of gender equality and women's empowerment. It can help educate a broad audience about these topics and highlight the work being done to address them.

Promotion of Best Practices: The awards provide an opportunity to showcase successful strategies, initiatives, and programs in gender development. They serve as a platform to share these best practices, encouraging replication and further development.

Motivation and Encouragement: The recognition and appreciation associated with awards can motivate individuals and organizations to continue their work in gender development and strive for further achievements. They can also inspire others to become involved in gender equality efforts.

Improved Gender Mainstreaming: The awards can help promote the integration of gender considerations into the regular work of individuals, organizations, and governments. This mainstreaming can lead to more equitable policies, programs, and practices.

Policy Influence: Highlighting effective approaches to gender development can inform and influence policy. Policymakers may take note of award-winning strategies and incorporate them into legislation or regulations.

Creation of Role Models: Awardees can become role models, offering inspiration to others in the field of gender development. Their experiences and accomplishments can guide others in their efforts to promote gender equality.



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Strengthened Networks: The awards process can bring together individuals and organizations involved in gender development, fostering collaboration, and strengthening networks. This can lead to more effective joint efforts in promoting gender equality.

Demonstration of Commitment: The giving of GAD awards demonstrates a commitment to gender equality on the part of the awarding organization. This can strengthen its reputation and influence in the field of gender development.

Each Schools Division Office shall submit one (1) entry for each of the following categories on or before September 15, 2023:

- Individual Category
 - a. Public Elementary School Teacher
 - b. Public Secondary Schools Teacher
- School Category
 - a. Public Elementary School
 - b. Public Secondary School

V- FUND SOURCE

All expenses for plaques, meals and other incidental expenses relevant to the activity shall be chargeable against the 5% GAD budget of the region.

VI- EFFECTIVITY CLAUSE:

The Recognition of Outstanding Performance on Gender and Development (GAD) of DepEd Region XI shall be done on October 2023.

Prepared by:


ARIS B. JUANILLO, PhD
Chief, FTAD

Recommending Approval:

REBONFAMIL R. BAGUIO, CESO V
Director III

Approved:

ALLAN G. FARNAZO
Director IV

By the Authority of the Regional Director:


ROW T. ENRIQUEZ
Chief Administrative Officer
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