



Republic of the Philippines  
**Department of Education**  
 Region XI  
**SCHOOLS DIVISION OF DIGOS CITY**

**Office of the Schools Division Superintendent**

**June 24, 2026**

**DIVISION MEMORANDUM**

SGOD-2026 - 701

To : Assistant Schools Division Superintendent  
 Division Chiefs  
 Gervasio R. Salinas Jr. – PSDS (Secondary)  
 Jessica G. Lucero – PSDS (Secondary)  
 Inda D. Nacua - EPS (IPEd and SNED Focal)  
 Reyzen O. Monserate – SEPS (SMM&E)  
 Cherrie Anne B. Bohol – EPS (SGOD)  
 Janice S. Alquizar – EPS II – HRD (GAD Focal)  
 Cecile C. UY – EPS II (SMM&E)  
 Aimee Amor C. Porto – School Head (Kapatagan NHS)  
 Fegil C. Floreno – GAD Focal (Kapatagan NHS)  
 All Others Concerned

Subject: **SCHOOL-BASED MONITORING AND EVALUATION (SBM&E) ON THE IMPLEMENTATION OF THE GENDER-RESPONSIVE BASIC EDUCATION POLICY (DO 32, S. 2017)**

1. This is in reference to Memorandum OM-OUHRDI-2026-2164 dated June 1, 2026, signed by Undersecretary Wilfredo E. Cabral, re: **School-Based Monitoring and Evaluation (SBM&E) on the Implementation of the Gender-Responsive Basic Education Policy (DepEd Order No. 32, s. 2017)**.
2. Under the Basic Education Monitoring and Evaluation Framework (BEMEF) of DepEd Order No. 29, s. 2022, this nationwide initiative aims to systematically track field-level progress, address lingering gender vulnerabilities, and collect an evidence base for eventual policy enhancement.
3. For Region XI, **Kapatagan National High School** has been officially selected and included as one of the participating schools to undergo direct validation by the Central Office (CO) Monitoring Team (schedule date TBA).
4. To ensure absolute operational readiness and compliance, concerned personnel are hereby directed to immediately provide targeted Technical Assistance (TA) to **Kapatagan National High School on June 30, 2026**.
5. Relevant details and information are provided in the enclosures.
6. Immediate dissemination and compliance with this Memorandum are directed.

DepEd Schools Division of Digos City  
 RECORDS SECTION  
**RELEASED**  
 DATE: 24 JUN 2026 TIME: \_\_\_\_\_

Enclosed: As stated BY: \_\_\_\_\_  
 SGOD/jsa

For and in the absence of the  
 Schools Division Superintendent

*Sollie B. Oliver, JD, MATE*  
**SOLLIE B. OLIVER, JD, MATE**

Chief Education Supervisor - SGOD  
 Officer In-Charge






Republika ng Pilipinas  
**Department of Education**  
 OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE

**MEMORANDUM**  
**OM-OUHRODI-2026-2164**

**TO :** Undersecretaries  
 Assistant Secretaries  
 Bureau and Service Directors  
 Regional Directors  
 Schools Division Superintendents  
 Public Elementary and Secondary School Heads  
 All Others Concerned

**ATTN :** GAD Coordinators of Regional, Schools Division Offices and Selected Schools

**FROM :**   
**WILFREDO E. CABRAL**  
 Undersecretary for Human Resource and Organizational Development and Infrastructure

**SUBJECT :** SCHOOL BASED MONITORING AND EVALUATION (SBM&E) ON THE IMPLEMENTATION OF THE GENDER RESPONSIVE BASIC EDUCATION POLICY (DO 32, S. 2017)

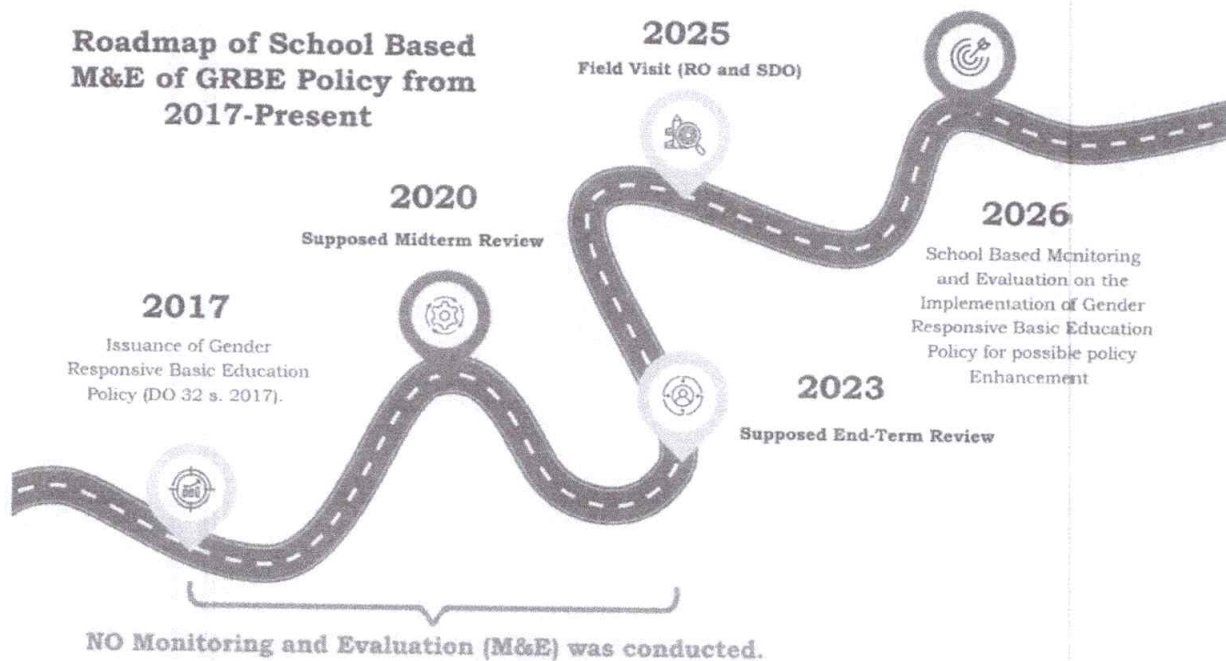
**DATE :** June 1, 2026

DepEd Order No. 32 s. of 2017, or the Gender-Responsive Basic Education Policy was issued by the Department of Education to fulfill its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, the Magna Carta of Women (RA 9710) and the international commitments such as the Convention on the Rights of the Child. The Policy addresses enduring gender issues, including the underperformance of boys in completion and survival rate, the marginalization of Indigenous Peoples, and the persistence of gender stereotypes in learning materials.

It further responds to reports showing a high prevalence of violence and sexual harassment against children particularly affecting girls and LGBTQIA+ within the school system. By integrating principles of gender equality, equity, and non-discrimination, the policy aims to holistically develop learners within a learner-friendly, safe and nurturing environment. Ultimately, it seeks to transform gender relations through gender-mainstreaming in curricula and governance while providing affirmative action to reduce educational disparities among vulnerable groups.



However, since the establishment of this policy in 2017, or for almost 9 years to date, no systematic School-Based Monitoring and Evaluation (SBM&E) has been formally conducted to track its progress at the school level, as reflected in the roadmap below.



It is worth emphasizing that DO 32 s. of 2017 mandates the Monitoring and Evaluation shall be conducted through periodic reviews and stakeholders' consultations to enhance the effectiveness of the policy provision. Furthermore, the M&E schedule specifically mandates the conduct of both a midterm review and an end-of-term evaluation to systematically track progress and ensure the sustainability of gender-mainstreaming results

Hence, in line with the recently adopted Basic Education Monitoring and Evaluation Framework (BEMEF) under DepEd Order No. 29, s. 2022, it is now imperative to initiate this school-based monitoring and evaluation to measure the effectiveness of the current policy. The data generated from this process will serve as the primary evidence as a basis for possible enhancements to the policy, which will ensure that school environments remain safe, nurturing, and responsive to both enduring and emerging gender-related issues.

To operationalize this initiative, **all concerned personnel and selected schools are hereby directed to actively participate in the monitoring and evaluation process**, which shall include the following activities:

1. Classroom observation using gender-responsive indicators (*see ANNEX D*).
2. Review of learning plans, instructional materials, and assessment tools for gender-fair language and inclusivity (*see ANNEX E*).
3. Assessment of Activity Matrix, Program Design of LAC Session, In-Service Training and other related PPAs (*see ANNEX F*).

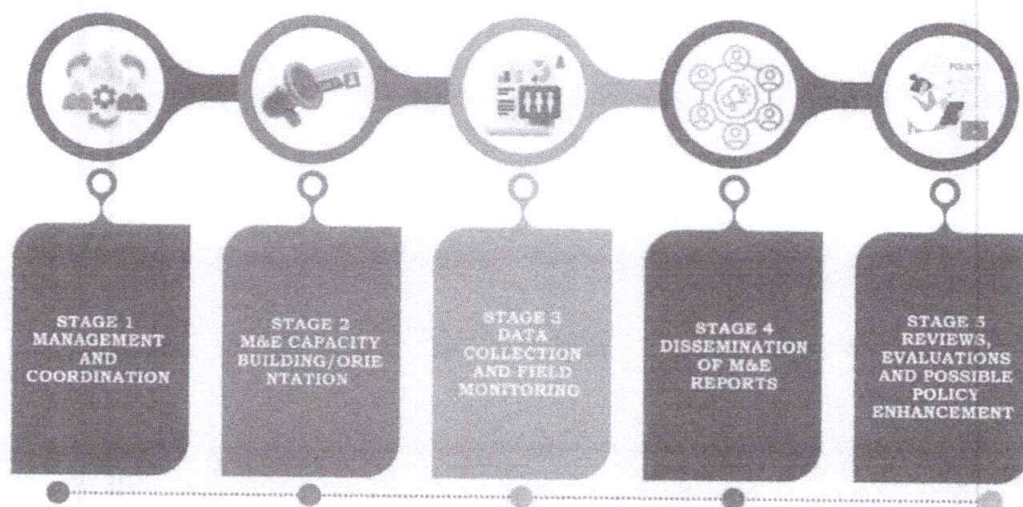
4. Inspection of school facilities (e.g., breastfeeding stations, VAW desks, child-minding centers/stations, toilets, clinics, guidance office, signage, and learning spaces) for gender sensitivity, safety, and accessibility (*see ANNEX G*).
5. Evaluation of CPC and anti-bullying case records to ensure gender-based incidents are properly reported, addressed, and documented (*see ANNEX H*).
6. Analysis of school plans such as School Improvement Plan (SIP), Annual Implementation Plan (AIP), Work and Financial Plan (WFP), Office Performance Commitment and Review Form (OPCRF) and Individual Performance Commitment and Review Form (IPCRF) alignment, GAD Plans and Budgets (GPBs), and GAD Accomplishment Report (GARs) (*see ANNEX I*).
7. Conduct of Focus Group Discussions (FGDs) and feedback gathering from select learners, parents, and community stakeholders (*see ANNEX J*).

To facilitate the effective execution of this activity, the Monitoring Team shall strictly adhere to the attached Monitoring Tools (*see ANNEX A to J*), guided by the principles of inclusivity, respect for diversity, and non-discrimination. All monitoring results shall be consolidated and interpreted after the National Gender and Development Focal Point System (GFPS) Secretariat has successfully completed the nationwide monitoring and evaluation activities. The consolidated data shall serve as one of the bases for refining GAD Programs, Projects and Activities (PPAs), strengthening gender-responsive initiatives, ensuring sustained, compliance and possible policy enhancements of DepEd Order No. 32 s. 2017.

### I. STAGES OF SCHOOL BASED MONITORING & EVALUATION

The school-based monitoring and evaluation (M&E) process are structured into five key stages. These stages are designed to be led by the National GFPS Secretariat when monitoring selected schools nationwide.

#### STAGES OF SCHOOL BASED M&E ON THE IMPLEMENTATION OF GENDER RESPONSIVE BASIC EDUCATION POLICY (DO 32 S. 2017)



#### Stage 1: Management and Coordination

- a. Establishment of the M&E Team

The DepEd National GFPS Secretariat shall disseminate a separate memorandum for Central Office Personnel to identify the monitoring team responsible for the SBM&E.

b. Instrument/Tools Development

This phase involves developing harmonized data collection instruments, M&E tools, and facility checklists that are specifically aligned with the indicators found in the Monitoring and Evaluation Tool of DO 032, s. 2017.

c. Selection of Schools

The National GFPS Secretariat shall coordinate with the Regional GAD Coordinators for the designation of participating schools in the SBM&E, subject to the criteria set forth by the National GFPS Secretariat (*see ANNEX A*). It shall also serve as the basis for the accomplishment of the designation form (*see ANNEX B*), which shall be vetted and signed by the Regional Director.

### Stage 2: M&E Capacity Building/Orientation

Before the SBM&E, the National GFPS Secretariat shall conduct orientation for monitoring team on how to use the provided M&E Tools and ensure the quality of the data collection.

Likewise, the Secretariat shall discuss the duties and responsibilities, administrative and logistical arrangements of the monitoring team to be deployed all over the selected schools.

### Stage 3: Data Collection and Field Monitoring

a. Collection of school's data on key performance indicators, such as the enrollment and completion rate disaggregated by sex, and functionality of the GFPS at the school level (*see ANNEX C*).

b. Observation and Inspection

This stage includes the conduct of classroom observation, inspection of school facilities in compliance with the GRBE principles, and review of Learning Resources (LRs) to ensure the use of gender-fair language (*see ANNEX D and E*).

c. Protection Protocol Review

Evaluates Child Protection Committee (CPC) records, including existing protocols and practices in handling cases of gender-based discrimination or bullying (*see ANNEX H*).

### Stage 4: Dissemination of M&E Reports

a. Distribution of Findings to Key Stakeholders

Findings of the field visits are shared with the schools planning team, the Division, and Regional GFPS to ensure transparency.

b. Review and Learning Forums

The National GFPS Secretariat shall organize forums to discuss the findings from the selected schools, highlighting "good practices" and identifying the common implementation barriers.

## **Stage 5: Reviews, Evaluations, and Possible Policy Enhancement**

### **a. Midterm and End-term Evaluations**

The team shall conduct periodic reviews, including midterm and end-term evaluations, to assess the overall impact of the GRBE policy on learner outcomes and the institutionalization of gender-responsive processes within the Department.

### **b. Evidence-Based Planning and Budgeting**

All monitoring results shall be used bases on refining the Agency GAD Plan and Budget and provide the necessary pieces of evidence for possible policy enhancements or amendments of the existing D.O 32 s. 2017.

## **II. DUTIES AND RESPONSIBILITIES**

To ensure the effective and efficient implementation of these activities, all designated personnel and members of the Monitoring Team are expected to faithfully perform their respective duties and responsibilities in accordance with existing policies, standards, and operational guidelines. Their active participation and coordinated efforts are essential in achieving the objectives of the School-Based Monitoring and Evaluation (SBM&E) on the implementation of the Gender-Responsive Basic Education Policy.

Accordingly, the following duties and responsibilities are hereby prescribed to provide clear guidance, establish accountability, and ensure the timely, systematic and quality execution of all monitoring and evaluation processes.

### **A. National GFPS Secretariat**

- i. Oversees the five key stages of the SBM&E process, from management to possible policy enhancements.
- ii. Disseminates the necessary memorandum to identify the monitoring team responsible for SBM&E.
- iii. Develops harmonized data collection, instruments, M&E tools and facility checklists specifically aligned with GRBE indicators.
- iv. Establishes school selection criteria and coordinates with Regional GAD Coordinators to designate participating schools.
- v. Conducts orientations for the monitoring teams on tool usage, data collection, administrative and logistical arrangements.
- vi. Consolidates and interprets nationwide results to serve as the evidence for refining GAD PPAs and possible policy enhancements of the DepEd Order No. 32 s. 2017.
- vii. Organizes review and learning forums to highlight good practices and address implementation barriers.

### **B. Monitoring Team**

#### **a. Capacity Building and Orientation**

- i. Participate in orientations to master the use of provided M&E tools and ensure the quality of data collection.
- ii. Manage and discuss the logistical and administrative arrangements required for deployment across selected schools.

## b. Data Collection and SBM&E

- i. Collect data on key performance indicators (KPI) including the enrollment and completion rates of boys and girls, as well as the functionality of GFPS at school level.
- ii. Conduct classroom observations using gender-responsive indicators to assess the teaching-learning process.
- iii. Evaluate learning plans, instructional materials, and assessment tools using the M&E Tool specifically for the use of gender-fair language and inclusivity.
- iv. Inspect physical school facilities such as breastfeeding stations, VAW desks, toilets, and clinics to ensure they meet standards for gender sensitivity, safety and accessibility.
- v. Review Child Protection Committee (CPC) and anti-bullying case records, including existing protocols and practices in handling cases of gender-based discrimination or bullying.
- vi. Analyze school-level plans (SIP, AIP, WFP) and performance commitments (OPCRF/IPCRF) to ensure alignment with GAD Planning and Budgeting.
- vii. Facilitate Focus Group Discussions (FGDs) to gather feedback from learners, parents, and community stakeholders, if necessary.
- viii. Participate in review and learning forums to discuss good practices and identify common barriers to implementation found during monitoring.
- ix. Other lawful tasks that may be assigned.

*CONFIDENTIALITY NOTICE: The Department of Education recognizes its responsibility under Republic Act No. 10173 (Data Privacy Act of 2012) regarding learner and personnel data. The information within this Action Document and its attachments is entered and stored within the organization's authorized information and communication system and is accessible only by authorized personnel. DepEd has instituted appropriate technical and physical security measures to ensure the protection of personal data.*

## C. Regional Office GAD Focal

- i. Coordinates with the National GFPS Secretariat to identify the designated schools that meet the established criteria for the SBM&E.
- ii. Responsible for the vetting and signing the official list of selected schools (**see ANNEX B**) for submission to the National GFPS Secretariat.
- iii. Acts as a key stakeholder in the dissemination of M&E findings to ensure transparency in the reporting process.
- iv. Assists the National GFPS Secretariat on the implementation of the SBM&E.
- v. Other lawful tasks that may be assigned.

## D. Schools Division Office (SDO) GAD Focal

- i. Assist the National GFPS Secretariat and RO GAD Focal for the Conduct of the SBM&E.
- ii. Participates as stakeholder in receiving and reviewing the monitoring findings shared by the National GFPS Secretariat.
- iii. Ensures the transparency of findings by sharing them with the respective school planning teams within their division.

- iv. Other lawful tasks that may be assigned.

#### **E. Schools**

- i. Directed to participate actively in all aspects of the monitoring process, including but not limited to the following:
  - a. Classroom observation using gender-responsive indicators
  - b. Review of learning plans, instructional materials, and assessment tools for gender-fair language and inclusivity.
  - c. Assessment of Activity Matrix, Program Design of LAC Session, In-Service Training and other related PPAs.
  - d. Inspection of school facilities (e.g., breastfeeding stations, VAW desks, child-minding centers/stations, toilets, clinics, guidance office, signage, and learning spaces) for gender sensitivity, safety, and accessibility.
  - e. Evaluation of CPC and anti-bullying case records to ensure gender-based incidents are properly reported, addressed, and documented,
  - f. Analysis of school plans such as SIP, AIP, WFP, OPCR/IPCRR alignment, GAD Planning and Budgeting and Accomplishment Report.
- ii. Provides the monitoring team with access to learning plans, instructional materials, and assessment tools for review regarding gender-fair language.
- iii. Ensures that all school facilities (e.g., breastfeeding stations, VAW desks, clinics, and toilets) are available for inspection of gender sensitivity.
- iv. Reviews Child Protection Committee (CPC) and anti-bullying case records available to assess the handling of SOGIE-based discrimination and gender-based incidents.
- v. Facilitates the analysis of school plans such as but not limited to SIP, AIP, and WFP along with the GAD Planning and Budgeting and Accomplishment Reports.
- vi. Assist with the focus group discussions (FGDs) and feedback gathering sessions involving learners, parents and community stakeholders.
- vii. Other lawful tasks that may be assigned.

### **III. SCHOOL BASED MONITORING AND EVALUATION PROPER**

The School-Based Monitoring and Evaluation (SBM&E) Proper represents the operational phase of the monitoring process, specifically Stage 3: Data Collection and Field Monitoring, where the Monitoring team conducts direct on-site assessments of the policy's implementation.

During this phase, the following activities take place:

- a. Key Performance Indicators (KPI) Data Collection – Monitors gather data on key performance indicators, including enrollment and completion rates of boys and girls, and verify the presence of a functional Gender and Development Focal Point System (GFPS) at the school level.
- b. Classroom Observation – This includes classroom observations using gender-responsive indicators to assess the teaching-learning process and a review of learning resources (learning plans, instructional materials, and assessment tools) to ensure the use of gender-fair language and inclusivity.

- c. Facility Inspections – Physical School facilities such as breastfeeding stations, VAW desks, child-minding centers/stations, toilets, clinics, and guidance offices are inspected for gender sensitivity, safety and accessibility.
- d. Protection Protocol Review – The team reviews Child Protection Committee (CPC) and anti-bullying case records to determine how the school handles and documents gender-based incidents or SOGIESC-based discrimination.
- e. Organizational Analysis – Monitors analyze school-level plans, including the SIP, AIP, and WFP as well as performance commitments (OPCRF/IPCRF), to ensure they align with GAD Planning, Budgeting, and Accomplishment Reports
- f. Stakeholder Engagement – The Team facilitates Focus Group Discussions (FGDs) and gathers feedback from learners, parents, and community stakeholders regarding their experiences with the policy.
- g. PPAs Assessment – Monitors review the activity matrices and program designs of LAC sessions, In-service Trainings, and other related Programs, Project and Activities.

Throughout these activities, the Monitoring Team is required to strictly adhere to established monitoring tools and follow principles of inclusivity, respect for diversity, non-discrimination, and continuous improvement. The data collected during this phase serves as the primary evidence base for possible policy enhancements of DepEd Order No. 32 s. 2017.

In view thereof, the SBM&E Proper shall be conducted in accordance with the approved monitoring framework, methodologies, and tools prescribed by the National GFPS Secretariat. To ensure consistency, efficiency, and systematic implementation across all monitoring sites, the Monitoring Team shall be guided by the indicative schedule (*see ANNEX K*). While reasonable adjustments may be made to accommodate local conditions and operational requirements, all prescribed monitoring activities must be completed and properly documented within the designated monitoring period.

Furthermore, the conduct of activities prescribed in this Memorandum shall strictly comply with DepEd Order No. 9, s. 2005 titled Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith

#### IV. PROGRAM SUPPORT FUND

To address the long-standing gap in systematic tracking since the policy's inception and to generate a primary evidence base for its continuous enhancement as mandated by the Basic Education Monitoring and Evaluation Framework (BEMEF), the Department is now operationalizing a nationwide assessment of its gender-responsive initiatives.

In support of the conduct of the School Based Monitoring and Evaluation on the Implementation of Gender Responsive Basic Education Policy, the National GFPS Secretariat has allotted Program Support Funds (PSF) which shall be downloaded to the regions. The breakdown of which are as follows:

Region	Program Support Funds (PSF) to be Downloaded <i>(For administrative and logistical preparations)</i>	FREQ/DAYS	Total Amount
I	Php. 2, 200.00	5	Php. 11,000.00
II	Php. 2, 200.00	5	Php. 11,000.00

III	Php. 2, 200.00	5	Php. 11,000.00
IV-A	Php. 2, 200.00	5	Php. 11,000.00
IV-B	Php. 2, 200.00	5	Php. 11,000.00
V	Php. 2, 200.00	5	Php. 11,000.00
VI	Php. 2, 200.00	5	Php. 11,000.00
VII	Php. 2, 200.00	5	Php. 11,000.00
VIII	Php. 2, 200.00	5	Php. 11,000.00
IX	Php. 2, 200.00	5	Php. 11,000.00
X	Php. 2, 200.00	5	Php. 11,000.00
XI	Php. 2, 200.00	5	Php. 11,000.00
XII	Php. 2, 200.00	5	Php. 11,000.00
XIII	Php. 2, 200.00	5	Php. 11,000.00
CAR	Php. 2, 200.00	5	Php. 11,000.00
NCR	Php. 2, 200.00	5	Php. 11,000.00
NIR	Php. 2, 200.00	5	Php. 11,000.00

In cases where the downloaded funds are not fully utilized for their intended purpose as indicated above, the same shall be redirected to support region's other Gender and Development (GAD) related Programs, Projects, and Activities (PPAs). Conversely, if the downloaded allocation proves insufficient, the balance shall be charged to the local funds of the respective regional and or division offices, subject to the usual accounting and auditing rules and regulations.

The Regional Offices shall provide its concurrence for accepting the funds to be downloaded through a memorandum addressed to the Central Office. The same shall be sent through email at [gfps.secretariat@deped.gov.ph](mailto:gfps.secretariat@deped.gov.ph) on or before June 19, 2026 (2:00pm).

#### V. CENTRAL OFFICE CONTACT FOCAL

For immediate concerns, clarifications, or technical assistance regarding the conduct of the School-Based Monitoring and Evaluation on the implementation of the Gender Responsive Basic Education Policy, please contact the National GFPS Secretariat through the following details:

Name of Personnel	Official Email Address	Viber Number
<b>GILBERT D. ELEGADO</b> Department of Education-Central Office National GFPS Secretariat	<a href="mailto:gilbert.elegado@deped.gov.ph">gilbert.elegado@deped.gov.ph</a> <a href="mailto:gfps.secretariat@deped.gov.ph">gfps.secretariat@deped.gov.ph</a>	0963-362-7963

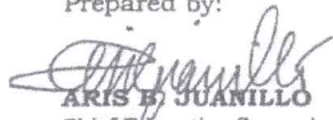
Hence, all communications and inquiries related to this activity shall be course through the above contact details to ensure timely and appropriate action.



Republic of the Philippines  
**Department of Education**  
DAVAO REGION

2	Davao de Oro	137317	Gov. Vicente G. Duterte Elementary School	Small	a. With IP Learners b. Pure Multigrade School and or with Multigrade Class
3	Mati City	129407	Tamisan Elementary School	Small	a. With IP Learners b. With Muslim Learners
4	Davao del Norte	501943	Central Baugan Integrated School	Small	a. Hardship Post b. Conflict affected area
5	Panabo City	129785	Rizal Elementary School	Medium	c. With IP Learners d. With Muslim Learners e. With SNED learners
6	Davao City	129680	Alambre Elementary School	Medium	a. With IP Learners
7	Davao del Sur	304285	Pedro Arches National High School	Large	a. With IP Learners
8	Digos City	304401	Kapatagan National High School	Large	a. with IP and SNED learners
9	Davao City	129717	Davao City Special School	Very Large	f. with SNED(PWD) learners
10	Tagum City	304238	La Filipina National High School	Very Large	a. With IP Learners c. With Muslim Learners f. With PWD Learners
--- nothing to follows ---					

Prepared by:

  
**ARIS B. JUANILLO**

Chief Education Supervisor-FTAD  
Regional GAD Coordinator



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Email Address: region11@deped.gov.ph  
Website: www.depedroxi.ph





Republika ng Pilipinas

## Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE

### ANNEX A: CRITERIA AND RATIONALE

#### Criteria for School Selection in School Based Monitoring and Evaluation on the Implementation of Gender Responsive Basic Education Policy

School Size <sup>1</sup>		Category	Rationale	No. of Schools
<b>School Size</b>	<b>Projected Enrollment</b>	a. With IP Learners b. Hardship Post c. Conflict affected-areas <sup>2</sup> d. Conflict-vulnerable areas <sup>3</sup> e. With Muslim Learners f. With PWD Learners g. Pure Multi-Grade School <sup>4</sup> and or with Multi-Grade Class		
Small	less than 440			
Medium	441-840			
Large	841-1240			
Very Large	1,240 and above			
<b>Small</b>		<b>**Hardship Post**</b>	The selection criteria for the SBM&E prioritize schools with IP, Muslim, and PWD learners to directly address the enrollment gaps and discrimination faced by these marginalized groups, ensuring that basic education remains both gender and culture sensitive.  By focusing on hardship posts and conflict-affected areas, the monitoring team can evaluate child protection protocols in environments where learners, especially girls and LGBTQIA+ youth, are at a higher risk of gender-related violence and bullying. The inclusion of various school sizes and multigrade settings facilitates an intersectional analysis of how different institutional capacities and peer dynamics impact the Department's goal of providing a safe and nurturing learning environment for all.  Finally, this diverse selection ensures the gathering of essential sex-disaggregated data across various contexts, providing the primary evidence base needed for the periodic review and continuous enhancement of the GRBE policy.	2
<b>Small</b>		<b>**Strictly with one of the listed categories above**</b>		2
<b>Medium</b>		<b>**Strictly with one of the listed categories above**</b>		2
<b>Large</b>		<b>**Strictly with one of the listed categories above**</b>		2
<b>Very Large</b>		<b>**Strictly with one of the listed categories above**</b>		2
<b>Total No. of School for SBM&amp;E per Region</b>				<b>10</b>

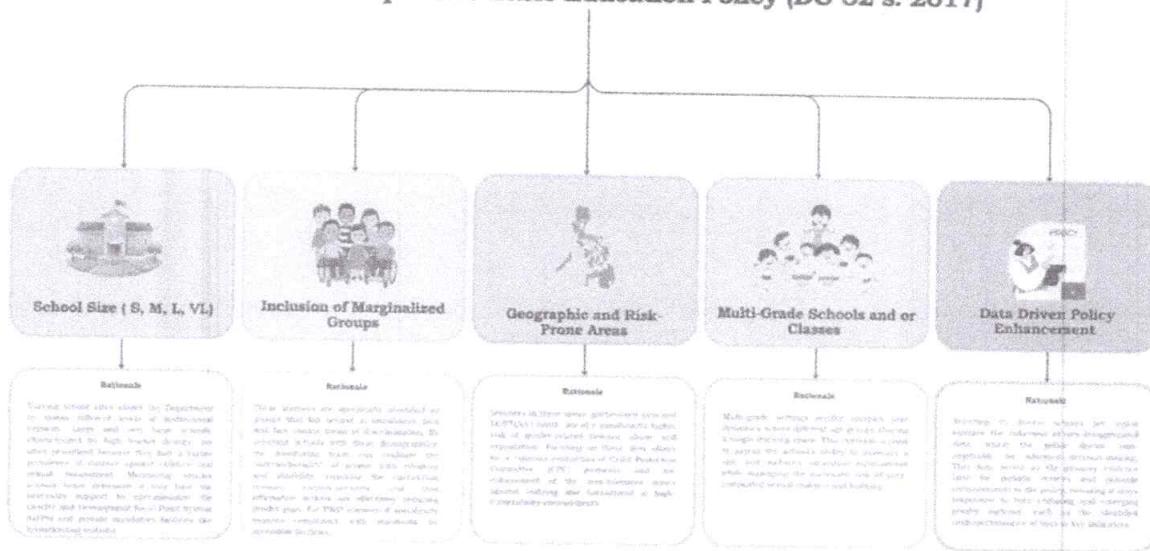
<sup>1</sup> DepEd Order No. 19 s. 2016

<sup>2</sup> DepEd Order No. 32 s. 2019

<sup>3</sup> Ibid

<sup>4</sup> Ibid

## School Based Monitoring and Evaluation on the Implementation of the Gender Responsive Basic Education Policy (DO 32 s. 2017)



**Figure 1.** Rationale for the Criteria for Selecting Schools for the School-Based Monitoring and Evaluation on the Implementation of Gender Responsive Basic Education Policy

Figure 1 presents the rationale behind the criteria used in selecting schools for the School-Based Monitoring and Evaluation on the implementation of DepEd Order No. 32, s. 2017. These criteria were strategically formulated to ensure that the monitoring process captures a comprehensive and intersectional perspective of gender-related issues across diverse educational contexts.

In view of the foregoing, the following interpretation provides the rationale for each criterion in accordance with the established policy standards, *to wit*:

**1. School Size (Small to Very Large)**

Varying school sizes allows the Department to assess different levels of institutional capacity. Large and very large schools, characterized by high learner density, are often prioritized because they face a higher prevalence of violence against children and sexual harassment. Monitoring smaller schools helps determine if they have the necessary support to operationalize the Gender and Development Focal Point System (GFPS) and provide mandatory facilities like breastfeeding stations, VAW desks, child-minding centers, among others.

**2. Inclusion of Marginalized Groups (IP, Muslim, and PWD Learners)**

These learners are specifically identified as groups that fall behind in enrollment data and face unique forms of discrimination. By selecting schools with these demographics, the monitoring team can evaluate the "intersectionality" of gender with ethnicity and disability, ensuring the curriculum remains culture-sensitive and that affirmative actions are effectively reducing gender gaps. For PWD learners, it specifically ensures compliance with standards for accessible facilities.

3. Geographic and Risk-Prone Areas (Hardship, Conflict-Affected/Vulnerable Affected Areas)

Learners in these areas, particularly girls and LGBT youth, are at a significantly higher risk of gender-related violence, abuse, and exploitation. Focusing on these sites allows for a rigorous evaluation of Child Protection Committee (CPC) protocols and the enforcement of the zero-tolerance policy against bullying and harassment in high-vulnerability environments.

4. Multi-Grade Schools and or Classes

Multi-grade settings involve complex peer dynamics across different age groups sharing a single learning space. This criterion is used to assess the school's ability to maintain a safe and inclusive education environment while managing the increased risk of peer-committed sexual violence and bullying.

5. Data-Driven Policy Enhancement

Selecting 10 diverse schools per region ensures the collection of sex-disaggregated data, which the policy deems "non-negotiable" for informed decision-making. This data serves as the primary evidence base for periodic reviews and possible enhancements to the policy, ensuring it stays responsive to both enduring and emerging gender patterns, such as the identified underperformance of boys in key indicators.

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ANNEX B: DESIGNATION FORM

SCHOOL BASED MONITORING AND EVALUATION (SBM&E) ON THE IMPLEMENTATION OF THE GENDER RESPONSIVE BASIC EDUCATION POLICY (DO 32, S. 2017)

The Regional Office\_\_\_ hereby designates the following school to participate in the SBM&E on the Implementation of the DepEd Order No. 32 s. of 2017.

No.	Division	School ID	Name of School	School Size <sup>1</sup>		Category a. With IP Learners b. Hardship Post c. Conflict affected-areas <sup>2</sup> d. Conflict-vulnerable areas <sup>3</sup> e. With Muslim Learners f. With PWD Learners g. Pure Multi-Grade School <sup>4</sup> and or with Multi-Grade Class  <i>Note: (Select All that apply)</i>
				School Size	Projected Enrollment	
1					Small	
2					Small	
3					Small	
4					Small	
5					Medium	
6					Medium	
7					Large	
8					Large	
9					Very Large	
10					Very Large	
---- nothing to follows----						

<sup>1</sup> DepEd Order No. 19 s. 2016

<sup>2</sup> DepEd Order No. 32 s. 2019

<sup>3</sup> Ibid

<sup>4</sup> Ibid

**ROs Official Header**

Prepared by:

**SIGNATURE OVER PRINTED NAME**  
*Regional GAD Coordinator*

Approved by:

**SIGNATURE OVER PRINTED NAME**  
*Regional Director*

**ROs Official Footer**



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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE

## ANNEX C: COLLECTION OF KEY PERFORMANCE INDICATORS (KPIs) AND GFPS FUNCTIONALITY

This monitoring and evaluation (M&E) tool are designed for Stage 3: Data Collection and Field Monitoring of the School-Based Monitoring and Evaluation (SBM&E) process, it specifically addresses the Monitoring Team's Responsibility to track sex-disaggregated learner outcomes and verify the institutionalization of the Gender and Development Focal Point System (GFPS) at the school level<sup>1</sup>.

### I. School Profile

a. Name of School	
b. Region/Division	
c. Name of the School Head	
d. Date	
e. No. of Male	
f. No. of Female	
g. Total Number of Personnel	

### II. Key Performance Indicators (KPIs) – Sex Disaggregated Data

Instructions: Encode the data for the current and previous years to track shifts in gender patterns, particularly the identified underperformance of boys.

Indicator	Male	Female	Total	Gender Gap/Trend Analysis
1. Total Enrollment (2026-2027) (2025-2026) (2024-2025)				
2. Completion Rate (2025-2026) (2024-2025) (2023-2024)				
3. Drop-out Rate (2025-2026) (2024-2025) (2023-2024)				
4. Promotion Rate (2025-2026) (2024-2025) (2023-2024)				

<sup>1</sup> DO 32 s. 2017

Indicator	Enrollees in the Final Grade	Enrollees in the Beginning Grade	CSR	Gender Gap/Trend Analysis
<p>5. Cohort Survival Rate</p> <p>Enrollees in the Final Grade</p> $\text{CSR}^2 = \frac{\text{Enrollees in the Final Grade}}{\text{Enrollees in the beginning Grade (original cohort)}} \times 100$ <p><b>Elementary Level</b></p> $\text{CSR} = \frac{\text{Grade 6 Enrollees (Current SY)}}{\text{Grade 1 Enrollees (5 Years ago)}} \times 100$ <p><b>Junior High School Level</b></p> $\text{CSR} = \frac{\text{Grade 10 Enrollees (Current SY)}}{\text{Grade 7 Enrollees (3 Years Ago)}} \times 100$				

### III. Assessment of Functional GFPS

Instructions: Verify the functionality of the school-level GFPS based on the presence of the following pieces of evidence and or MOVs. Please put a (/) mark in the appropriate column if the required means of verification is present and (X) mark if absent.

Functionality Indicators	Rating	Means of Verification <sup>3</sup> <i>Note: Not limited to the following:</i>
1. An official School Memorandum or Designation Order exists naming the GFPS members.		Copy of the signed School Order
2. The school has a validated GAD Plan and Budget (GPB) for the current fiscal year.		Approved GPB
3. There is evidence of at least 5% GAD budget utilization for gender-responsive PPAs.		GAD Accomplishment Report (AR)
4. The school maintains a gender-responsive database or sex-disaggregated data system (e.g., LIS summaries).		Updated sex-disaggregated records.

<sup>2</sup> Philippine Statistics Authority

<sup>3</sup> Ibid

5. GFPS members have undergone orientations on the GRBE Policy, GST, GA, GPB and AR and Gender Mainstreaming.		Training certificates or LAC session minutes.
6. The GFPS conducts regular reviews of school facilities and protection protocols (CPC).		SBM&E internal reports/checklists.

**IV. Narrative Analysis and Observations**

1. Learner Outcome Trends. Based on the data in Section II, are there emerging issues (e.g. increasing drop-out rates for boys or enrollment gaps for IPs PWDs and Muslim Learners)?

Findings

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2. GFPS Barriers. What are the common implementation barriers preventing from being fully functional?

Findings

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**V. Recommended Technical Assistance**

Strengthening the collection of Sex-Disaggregated Data.
Capacity Building on the GRBE Policy, GST, GA, GPB and AR and Gender Mainstreaming.
Policy Orientation for the School GFPS on DO 32, s. 2017
Others: _____

**Prepared by:**

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*National GFPS Secretariat*

**SIGNATURE OVER PRINTED NAME**  
*GFPS Focal Person/School Head*

**Noted by:**

**Noted by:**

**SIGNATURE OVER PRINTED NAME**  
*SDO GAD Coordinator*

**SIGNATURE OVER PRINTED NAME**  
*RO GAD Coordinator*



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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUTURE

### ANNEX D: GENDER-RESPONSIVE CLASSROOM OBSERVATION TOOLS

This monitoring and evaluation (M&E) tool are designed to assess the integration of gender-responsive standards in the classroom, as mandated by DepEd Order (DO) No. 32, s. 2017 (Gender-Responsive Basic Education Policy) and guided by the Basic Education Monitoring and Evaluation Framework (BEMEF) under DO No. 29, s. 2022

#### I. School and Classroom Profile

a. Name of School															
b. School ID															
c. School Size	Put a check: <table border="1"> <tr><td><input type="checkbox"/></td><td>Small</td></tr> <tr><td><input type="checkbox"/></td><td>Medium</td></tr> <tr><td><input type="checkbox"/></td><td>Large</td></tr> <tr><td><input type="checkbox"/></td><td>Very Large</td></tr> </table>	<input type="checkbox"/>	Small	<input type="checkbox"/>	Medium	<input type="checkbox"/>	Large	<input type="checkbox"/>	Very Large						
<input type="checkbox"/>	Small														
<input type="checkbox"/>	Medium														
<input type="checkbox"/>	Large														
<input type="checkbox"/>	Very Large														
d. School Category	Put a check to all that apply: <table border="1"> <tr><td><input type="checkbox"/></td><td>With IP Learners</td></tr> <tr><td><input type="checkbox"/></td><td>Hardship Post</td></tr> <tr><td><input type="checkbox"/></td><td>Conflict Affected-Areas</td></tr> <tr><td><input type="checkbox"/></td><td>Conflict-vulnerable areas</td></tr> <tr><td><input type="checkbox"/></td><td>With Muslim Learners</td></tr> <tr><td><input type="checkbox"/></td><td>With PWD Learners</td></tr> <tr><td><input type="checkbox"/></td><td>Pure Multi-Grade School and or with Multi-Grade Class</td></tr> </table>	<input type="checkbox"/>	With IP Learners	<input type="checkbox"/>	Hardship Post	<input type="checkbox"/>	Conflict Affected-Areas	<input type="checkbox"/>	Conflict-vulnerable areas	<input type="checkbox"/>	With Muslim Learners	<input type="checkbox"/>	With PWD Learners	<input type="checkbox"/>	Pure Multi-Grade School and or with Multi-Grade Class
<input type="checkbox"/>	With IP Learners														
<input type="checkbox"/>	Hardship Post														
<input type="checkbox"/>	Conflict Affected-Areas														
<input type="checkbox"/>	Conflict-vulnerable areas														
<input type="checkbox"/>	With Muslim Learners														
<input type="checkbox"/>	With PWD Learners														
<input type="checkbox"/>	Pure Multi-Grade School and or with Multi-Grade Class														

#### II. Observation Checklist

Instructions: Rate each indicator based on the scale:

<b>4</b>	<i>Highly Evident</i>	<i>Consistently and intentionally practiced throughout the observation</i>
<b>3</b>	<i>Evident</i>	<i>Clearly demonstrated in most parts of the observation</i>
<b>2</b>	<i>Partially Evident</i>	<i>Inconsistently demonstrated or minimally applied</i>
<b>1</b>	<i>Not Observed</i>	<i>Not demonstrated during the observation</i>

Key Areas & Indicators	Score	Rationale
<b>A. Instructional Materials and Resources</b>		
1. The teacher uses learning resources free from gender biases and stereotypes (e.g., both sexes shown in diverse career roles)		Ensures old materials are replaced or supplemented with gender-fair content
2. Instructional materials use gender-fair language and positive images of both men and women		Materials must also be culture-sensitive to address specific marginalization
3. Visual aids and signage in the classroom are inclusive and accessible to Persons with Disabilities (PWDs)		Monitors the intersectionality of gender and disability to prevent compound discrimination

<b>B. Teaching-Learning Process and Pedagogy</b>		
4. The teacher employs affirmative actions to ensure equal participation of marginalized learners (IPs, Muslims, and PWDs)		Directly addresses enrollment gaps and discrimination faced by IP and Muslim learners
5. The teacher integrates GAD core messages (e.g., human rights, shared parenting) into the lesson		Helps reduce gender gaps in outcomes and addresses issues like early child marriage
6. The teacher uses gender-sensitive seating arrangements and avoids grouping students solely by sex		Prevents peer-to-peer dynamics that lead to exclusion or gender-segregation
<b>C. Social Learning Environment and Protection</b>		
7. Classroom management reflects a zero-tolerance policy toward bullying, especially SOGIE-based or disability-based bullying		High learner density and age diversity increase the risk of peer-committed violence.
8. The teacher demonstrates high gender sensitivity in handling interactions, ensuring a safe and nurturing environment		Heightened vigilance is required to protect learners from sexual harassment and exploitation
9. Learners exhibit a clear understanding of their rights and show respect for the diversity of others		Essential for learners in conflict-affected areas to develop self-protection skills
<b>D. Assessment and Evaluation</b>		
10. Summative and Formative assessments are gender-responsive and culture sensitive in their design and wording		Ensures that marginalized groups are not further disadvantaged by biased testing standards
<b>Total Score/10</b>		
III. Post-Observation Narrative 1. Strengths Observed _____ _____ _____ 2. Identified Gaps/Challenges _____ _____ _____ 3. Recommendations _____ _____ _____		

Prepared by:

Verified by:

**SIGNATURE OVER PRINTED NAME**

*National GFPS Secretariat*

**SIGNATURE OVER PRINTED NAME**

*GFPS Focal Person/ School Head*

Noted by:

Noted by:



**SIGNATURE OVER PRINTED NAME**  
*SDO GAD Coordinator*

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*RO GAD Coordinator*



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### ANNEX E: REVIEW OF LEARNING PLANS, INSTRUCTIONAL MATERIALS AND ASSESSMENT TOOLS

This monitoring and evaluation (M&E) tool are designed to ensure that all educational materials and processes align with the Gender-Responsive Basic Education (GRBE) Policy (DepEd Order No. 32, s. 2017). It specifically tracks the institutionalization of gender-fair language and inclusivity in the curriculum and learning delivery

#### I. General Information

a. Name of School															
b. School ID															
c. School Size	Put a check: <table border="1"> <tr><td><input type="checkbox"/></td><td>Small</td></tr> <tr><td><input type="checkbox"/></td><td>Medium</td></tr> <tr><td><input type="checkbox"/></td><td>Large</td></tr> <tr><td><input type="checkbox"/></td><td>Very Large</td></tr> </table>	<input type="checkbox"/>	Small	<input type="checkbox"/>	Medium	<input type="checkbox"/>	Large	<input type="checkbox"/>	Very Large						
<input type="checkbox"/>	Small														
<input type="checkbox"/>	Medium														
<input type="checkbox"/>	Large														
<input type="checkbox"/>	Very Large														
d. School Category	Put a check to all that apply: <table border="1"> <tr><td><input type="checkbox"/></td><td>With IP Learners</td></tr> <tr><td><input type="checkbox"/></td><td>Hardship Post</td></tr> <tr><td><input type="checkbox"/></td><td>Conflict Affected-Areas</td></tr> <tr><td><input type="checkbox"/></td><td>Conflict-vulnerable areas</td></tr> <tr><td><input type="checkbox"/></td><td>With Muslim Learners</td></tr> <tr><td><input type="checkbox"/></td><td>With PWD Learners</td></tr> <tr><td><input type="checkbox"/></td><td>Pure Multi-Grade School and or with Multi-Grade Class</td></tr> </table>	<input type="checkbox"/>	With IP Learners	<input type="checkbox"/>	Hardship Post	<input type="checkbox"/>	Conflict Affected-Areas	<input type="checkbox"/>	Conflict-vulnerable areas	<input type="checkbox"/>	With Muslim Learners	<input type="checkbox"/>	With PWD Learners	<input type="checkbox"/>	Pure Multi-Grade School and or with Multi-Grade Class
<input type="checkbox"/>	With IP Learners														
<input type="checkbox"/>	Hardship Post														
<input type="checkbox"/>	Conflict Affected-Areas														
<input type="checkbox"/>	Conflict-vulnerable areas														
<input type="checkbox"/>	With Muslim Learners														
<input type="checkbox"/>	With PWD Learners														
<input type="checkbox"/>	Pure Multi-Grade School and or with Multi-Grade Class														
e. Type of Learning Material	Put a check to all that apply: <table border="1"> <tr><td><input type="checkbox"/></td><td>Learning Plan (DLL/DLP)</td></tr> <tr><td><input type="checkbox"/></td><td>Instructional Material/s Module/LRs</td></tr> <tr><td><input type="checkbox"/></td><td>Assessment Tool</td></tr> </table>	<input type="checkbox"/>	Learning Plan (DLL/DLP)	<input type="checkbox"/>	Instructional Material/s Module/LRs	<input type="checkbox"/>	Assessment Tool								
<input type="checkbox"/>	Learning Plan (DLL/DLP)														
<input type="checkbox"/>	Instructional Material/s Module/LRs														
<input type="checkbox"/>	Assessment Tool														
f. Subject/Grade Level															

#### II. Review Checklist

Instructions: Please rate the materials based on the following scale:

4	Fully Compliant	All criteria are <b>completely, consistently, and explicitly met</b>
3	Compliant	Most criteria are <b>met adequately and appropriately</b>
2	Partially Compliant	Some criteria are <b>met, but inconsistently or superficially applied</b>
1	Not Compliant	Criteria are <b>not met or largely absent</b>

Area 1 Learning Plans (DLP/DLL)	Rating	Legal/Policy Reference <sup>1</sup>
1.1 Integrates GAD core messages (e.g., human rights, shared parenting, equal opportunities) into the learning competencies.		Mandated integration across learning areas.

<sup>1</sup> DepEd Order No. 32 s. 2017 GRBE Policy

1.2 Employs gender-responsive models of instruction appropriate for the diverse needs of all learners.		Design must be appropriate for all learners.
1.3 Incorporates inclusive teaching strategies that promote respect for all regardless of sex, gender identity, or expression.		Zero tolerance for discrimination.
<b>Area 2: Instructional Materials &amp; Learning Resources (LRs)</b>	<b>Rating</b>	<b>Legal/Policy Reference</b>
2.1 Content is strictly free from gender biases and stereotypes (e.g., avoids depicting only men as leaders or only women as caregivers)		LRs must be reviewed and revised for bias.
2.2 Uses gender-fair and inclusive language throughout the material (non-sexist terms; avoid "he/him" as the default).		Definition of gender-fair language.
2.3 Displays positive images and messages that show both men and women in diverse, non-traditional roles.		Requires balanced representation.
2.4 Complies with Social Content Guidelines by reinforcing GAD core messages and key concepts.		Permanent element of instructional design.
<b>Area 3: Assessment Tools (Formative &amp; Summative)</b>	<b>Rating</b>	<b>Legal/Policy Reference</b>
3.1 Test items are gender-responsive and culture-sensitive, ensuring no group is disadvantaged by the wording or context.		Must be sensitive for all learners.
3.2 The Table of Specifications (TOS) reflects the inclusion of GAD key concepts integrated into the learning competencies.		TOS must include GAD core messages.
3.3 Test-item writers demonstrate the use of gender-fair language in the phrasing of scenarios and questions.		Writers must be GRBE-compliant.

### III. Summary of Findings and Recommendations

#### 1. Strengths

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#### 2. Areas for improvement

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#### 3. Recommended Action

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**IV. Verification & Submission**

As part of the Gender Mainstreaming M&E Framework (MEF), results of this review shall be maintained in the school's gender-responsive database and reported to the Quality Assurance Division (QAD) at the Regional/Division level.

**Prepared by:**

**Verified by:**

**SIGNATURE OVER PRINTED NAME**

*National GFPS Secretariat*

**SIGNATURE OVER PRINTED NAME**

*GFPS Focal Person/ School Head*

**Noted by:**

**Noted by:**

**SIGNATURE OVER PRINTED NAME**

*SDO GAD Coordinator*

**SIGNATURE OVER PRINTED NAME**

*RO GAD Coordinator*



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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUTURE

### ANNEX F: ASSESSMENT OF ACTIVITY MATRIX, PROGRAM DESIGN OF LAC SESSION, IN-SERVICE TRAINING AND OTHER RELATED PPAs

This monitoring and evaluation (M&E) tool are designed to ensure that all capacity-building activities, including Learning Action Cell (LAC) sessions, In-Service Trainings (INSET), and other Projects, Programs, and Activities (PPAs), are fully aligned with the standards of the Gender-Responsive Basic Education (GRBE) Policy.

#### I. Activity Profile

a. Name of School									
b. School ID									
c. Type of PPAs	Put a check to all that apply: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>LAC Session</td> </tr> <tr> <td><input type="checkbox"/></td> <td>INSET</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Stakeholder Engagement</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Others</td> </tr> </table>	<input type="checkbox"/>	LAC Session	<input type="checkbox"/>	INSET	<input type="checkbox"/>	Stakeholder Engagement	<input type="checkbox"/>	Others
<input type="checkbox"/>	LAC Session								
<input type="checkbox"/>	INSET								
<input type="checkbox"/>	Stakeholder Engagement								
<input type="checkbox"/>	Others								
d. Title of the Activity									
e. Target Participants (SDD)									
f. Date and Venue									
g. Proponent Office									
h. Budget Source	Put a check to all that apply: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>GAD Budget</td> </tr> <tr> <td><input type="checkbox"/></td> <td>MOOE</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Others</td> </tr> </table>	<input type="checkbox"/>	GAD Budget	<input type="checkbox"/>	MOOE	<input type="checkbox"/>	Others		
<input type="checkbox"/>	GAD Budget								
<input type="checkbox"/>	MOOE								
<input type="checkbox"/>	Others								

#### II. Assessment Checklist

Instructions: Rate the program design and activity matrix using the scale:

4	<i>Highly Evident</i>	<i>Consistently and intentionally practiced throughout the monitoring</i>
3	<i>Evident</i>	<i>Clearly demonstrated in most parts of the monitoring</i>
2	<i>Partially Evident</i>	<i>Inconsistently demonstrated or minimally applied</i>
1	<i>Not Observed</i>	<i>Not demonstrated during the monitoring</i>

Indicators for Program Design & Activity Matrix	Rating	Source/Reference <sup>1</sup>
<b>A. Policy Alignment and Objectives</b>		
1. The activity is congruent with the GRBE policy and is included in the Regional/Division/School Improvement Plans.		Must be congruent with policy.

<sup>1</sup> DepEd Order No. 32 s. 2017

2. Objectives specifically address gender-related barriers, disparities, or the integration of GAD core messages (e.g., shared parenting, human rights).	Addresses gender-based barriers.
3. The design promotes inclusive education by ensuring equal access to learning opportunities for all participants.	Promotes inclusive education.
<b>B. Content and Methodology</b>	
4. The training methodologies and standards used are explicitly gender-sensitive and participatory.	Methodologies must be sensitive.
5. The activity matrix includes sessions on gender equality, sexuality, reproductive health, or child protection where applicable.	Orientation on these topics is required.
6. All training materials and presentations use gender-fair language and avoid non-sexist stereotypes.	Language must be gender fair.
<b>C. Resource Persons and Participation</b>	
7. Resource persons are selected based on their gender sensitivity or technical competence in GRBE.	Requires technical competence.
8. The activity ensures gender parity in the selection of participants and provides equal opportunities for training and scholarships.	Ensure equal opportunities.
9. Provision is made for sex-disaggregated data collection of attendees to track participation patterns.	Disaggregated data is non-negotiable.
<b>D. Enabling Environment</b>	
10. The venue and schedule are gender-responsive, considering the needs of pregnant women, nursing mothers, or PWDs (e.g., breastfeeding/child-minding stations)	Facilities must meet standards.
11. The activity promotes a zero-tolerance environment for sexual harassment through an orientation on the Committee on Decorum and Investigation (CODI)	CODI handles sexual harassment.
<b>Total Score/44</b>	

### III. Summary of Evaluation

#### 1. General Observations

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#### 2. Areas for Enhancement

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**IV. Recommendations**

The results of this Assessment shall be used to refine the GAD Plan and Budget (GPB) and ensure the sustainable implementation of the GRBE Policy

**Prepared by:**

**Verified by:**

**SIGNATURE OVER PRINTED NAME**  
*National GFPS Secretariat*

**SIGNATURE OVER PRINTED NAME**  
*GFPS Focal Person/ School Head*

**Noted by:**

**Noted by:**

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*SDO GAD Coordinator*

**SIGNATURE OVER PRINTED NAME**  
*RO GAD Coordinator*



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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUTURE

### ANNEX G: INSPECTION OF SCHOOL FACILITIES FOR GENDER SENSITIVITY, SAFETY, AND ACCESSIBILITY

This monitoring and evaluation (M&E) tool are designed to ensure that school infrastructure and physical environments comply with the Gender Responsive Basic Education (GRBE) Policy (DO 32 s. 2017) It focuses on creating a learner-friendly, safe and nurturing environment that meets the diverse needs of all learners and personnel.

#### I. School Facility Profile

a. Name of School									
b. Date of inspection									
c. School Size	Put a check: <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Small</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Medium</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Large</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Very Large</td> </tr> </table>	<input type="checkbox"/>	Small	<input type="checkbox"/>	Medium	<input type="checkbox"/>	Large	<input type="checkbox"/>	Very Large
<input type="checkbox"/>	Small								
<input type="checkbox"/>	Medium								
<input type="checkbox"/>	Large								
<input type="checkbox"/>	Very Large								

#### II. Facilities Inspection Checklist

Instructions: Rate the facilities based on the following scale:

<b>4</b>	<i>Fully Compliant</i>	All criteria are <b>completely, consistently, and explicitly met</b>
<b>3</b>	<i>Compliant</i>	Most criteria are <b>met adequately and appropriately</b>
<b>2</b>	<i>Partially Compliant</i>	Some criteria are <b>met, but inconsistently or superficially applied</b>
<b>1</b>	<i>Not Compliant</i>	Criteria are <b>not met or largely absent</b>

Facility and Indicators	Rating	Legal/Policy Reference <sup>1</sup>
<b>A. Toilets and Sanitation</b>		
1. Provides separate, functional, and sanitary toilets for boys and girls that ensure privacy and safety.		Standards for safety and sanitation.
2. Meets standards for Menstrual Hygiene Management (MHM) (e.g., availability of water, soap, and disposal bins)		Mandated compliance. MHM
3. Includes toilets that are fully accessible to Persons with Disabilities (PWDs) according to national standards.		Magna Carta for Disabled Persons.
<b>B. School Clinic and Health Spaces</b>		

<sup>1</sup> DO 32 s. 2017 GRBE Policy

4. Provides adolescent-friendly spaces or teen hubs that offer reproductive health services and information.		Responsible Parenthood Law
5. The clinic environment is gender- and culture-sensitive, ensuring a safe space for all learners to disclose health issues.		A safe and nurturing environment.
<b>C. Guidance and Protection Desks</b>		
6. A functional VAWC (Violence Against Women and Their Children) Desk is established to handle gender-based incidents.		Requirement to establish a VAWC desk.
7. The Guidance Office provides a private and secure space for the Child Protection Committee (CPC) to interview and support victims of abuse.		Protection from gender-related violence.
<b>D. Signage and Visual Environment</b>		
8. All school signage and directional markers use gender-fair language and avoid sexist stereotypes.		Language must be gender fair.
9. Bulletin boards and posters display positive images of both sexes in diverse, non-traditional roles and careers.		Promotion of balanced representation.
<b>E. Learning Spaces and General Grounds</b>		
10. Classrooms and laboratories are safe, functional, and accessible to all learners, including those with physical disabilities.		Access to quality basic education.
11. The school provides dedicated breastfeeding stations and child-minding stations for personnel and learners		Required facilities for nursing mothers.
12. Adequate lighting and clear sightlines are maintained in hallways and "dead spots" to prevent bullying and harassment.		Zero tolerance for violence/abuse.

### III. Summary of Findings

#### 1. Strengths

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#### 2. Critical Gaps

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3. Overall Safety Assessment

Please put a check.

<input type="checkbox"/>	Highly Safe
<input type="checkbox"/>	Safe
<input type="checkbox"/>	Needs Immediate Improvement

**IV. Recommendations and action Plan**

Findings from this inspection shall be utilized to prioritize GAD-related infrastructure projects in the Annual Implementation Plan (AIP) and ensure the effective utilization of the GAD Budget

**Prepared by:**

**Verified by:**

**SIGNATURE OVER PRINTED NAME**

*National GFPS Secretariat*

**SIGNATURE OVER PRINTED NAME**

*GFPS Focal Person/ School Head*

**Noted by:**

**Noted by:**

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*SDO GAD Coordinator*

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*RO GAD Coordinator*



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## ANNEX H: REVIEW OF CPC AND ANTI-BULLYING CASE RECORDS

This monitoring and evaluation (M&E) tool are designed to assess effectiveness of the Child Protection Committee (CPC) in handling gender-based incidents. It ensures that cases of violence, exploitation, discrimination, discrimination, and bullying specifically those rooted in gender inequality or SOGIESC are properly documented and addressed as mandated by DepEd Order No. 32, s. 2017.

### I. General Information

a. Name of School					
b. Date of Evaluation					
c. CPC Chairperson					
d. School Size	Put a check: <table border="1"> <tr><td>Small</td></tr> <tr><td>Medium</td></tr> <tr><td>Large</td></tr> <tr><td>Very Large</td></tr> </table>	Small	Medium	Large	Very Large
Small					
Medium					
Large					
Very Large					
e. Period Covered	2022-2026				

### II. Case Records Review Checklist

Instructions: Review the school's case intake sheets, referral forms, and summary reports. Rate each indicator:

<b>4</b>	<i>Excellent</i>	<i>All indicators are <b>fully, consistently, and systematically met</b></i>
<b>3</b>	<i>Compliant</i>	<i>Most indicators are <b>adequately met</b></i>
<b>2</b>	<i>Partially Compliant</i>	<i>Some indicators are <b>met, but inconsistently or inadequately</b></i>
<b>1</b>	<i>Not Compliant/ No Record</i>	<i>Indicators are <b>not met or largely absent</b></i>

Area 1 Reporting Mechanisms	Rating	Policy Reference & Rationale <sup>1</sup>
1.1 Case records clearly identify if an incident is gender-based (e.g., sexual harassment, SOGIE-based bullying, or discrimination)		Records must track gender-related violence and bullying
1.2 The school utilizes a school-based referral and monitoring system for identifying and reporting cases of abuse or violence		Mandatory function of the CPC
1.3 There is evidence of information dissemination (posters, orientations) that encourages learners to disclose gender-based incidents		Aims to address the issue of low disclosure rates

<sup>1</sup> DepEd Order No. 32 s. 2017

<b>Area 2 Addressing and interventions</b>	<b>Rating</b>	<b>Policy Reference and Rationale</b>
2.1 The CPC demonstrates technical competence in providing immediate referrals and appropriate interventions for victims.		Staff must be equipped to handle abuse and bullying cases.
2.2 Case records show a zero-tolerance response to all forms of discrimination and violence, regardless of the perpetrator's rank		Policy mandates zero-tolerance in the learning environment
2.3 Interventions are gender-sensitive and culture-based, particularly for learners from vulnerable groups like IPs or PWDs		Addressing the "intersectionality" of discrimination
<b>Area 3 Documentation and Data Management</b>	<b>Rating</b>	<b>Policy Reference &amp; Rationale</b>
3.1 All case records are maintained with sex-disaggregated data to track patterns among boys, girls, and LGBTQIA youth.		Disaggregated data is non-negotiable for monitoring
3.2 The school maintains a gender-responsive database that documents the nature of the incident, the action taken, and the status.		Essential for periodic policy reviews.
3.3 Records reflect a system for identifying students at risk of significant harm based on physical or behavioral signs		Proactive identification is a CPC requirement.

III. Analysis of Gender Patterns  
1. Total Number of Cased Recorded

No. of Boys	
No. of Girls	
No. of LGBTQIA	
No. of IPs	
No. of PWD Learners	
No. of Muslim Learners	
<b>Total no. of cases recorded</b>	

Prevalent Issues Found

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Disclosure Assessment

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IV. Summary of Findings and Recommendations  
1. Strengths

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2. Identified Gaps

3. Recommended action

Prepared by:

Verified by:

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*National GFPS Secretariat*

**SIGNATURE OVER PRINTED NAME**  
*GFPS Focal Person/ School Head*

Noted by:

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*CONFIDENTIALITY NOTICE: The Department of Education recognizes its responsibility under Republic Act No. 10173 (Data Privacy Act of 2012) regarding learner and personnel and data. The information within this Action Document and its attachments is entered and stored within the organization's authorized information and communication system and is accessible only by authorized personnel. DepEd has instituted appropriate technical and physical security measures to ensure the protection of personal data.*





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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE

### ANNEX I: ANALYSIS OF SCHOOL PLANS AND GAD BUDGET UTILIZATION

This monitoring and evaluation (M&E) tool are designed to ensure that gender-responsive principles are institutionalized within the school's strategic and operational planning. It specifically evaluates the alignment of school plans and performance commitments with DepEd Order No. 32, s. 2017 and tracks the mandatory utilization of the GAD budget.

#### I. General Information

a. Name of School	
b. Date	
c. GAD Focal Person	
d. Division	
e. Total School Budget (MOOE)	
f. Fiscal Year	2022-2025

#### II. Analysis Checklist

Instructions: Review the relevant (SIP, AIP, WFP, OPCRf and IPCRF, and GPB).

4	<i>Fully Aligned</i>	All indicators are <b>completely, consistently, and explicitly met</b>
3	<i>Aligned</i>	Most indicators are <b>adequately met</b>
2	<i>Partially Aligned</i>	Some indicators are <b>met, but inconsistently or superficially</b>
1	<i>Not Aligned/ No MOVs</i>	Indicators are <b>not met or largely absent</b>

Area 1 Strategic and Annual Planning (SIP, AIP WFP)	Rating	Source Reference & Rationale <sup>1</sup>
1.1 The School Improvement Plan (SIP) and Annual Implementation Plan (AIP) include specific GAD-related objectives and activities		Planning must be congruent with the GRBE policy.
1.2 The Work and Financial Plan (WFP) reflects the integration of GAD core messages and gender-responsive instructional delivery.		Ensures policy integration in school operations.
1.3 School plans are informed by sex-disaggregated data and gender information for evidence-based decision-making.		Disaggregated data is non-negotiable.
Area 2 Performance Management Alignment (OPCRF/IPCRF)	Rating	Source Reference & Rationale
2.1 The OPCRf (Office Performance) includes indicators that track the school's progress in gender-mainstreaming and child protection.		RPMS must be gender responsive.

<sup>1</sup> DO 32 s. 2017 GRBE Policy

2.2 IPCRF (Individual Performance) for teachers reflects the integration of GAD competencies and the use of gender-fair language in the classroom.		Teachers must maintain gender-responsive delivery.
2.3 Performance rewards and recognition systems are evaluated for gender responsiveness and parity.		Rewards must be gender responsive.
<b>Area 3 GAD Budget Utilization</b>	<b>Rating</b>	<b>Source Reference &amp; Rationale</b>
3.1 The school has an approved GAD Plan and Budget (GPB) that identifies effective interventions based on in-depth gender analysis.		GPB must be based on identified needs.
3.2 The school allocates at least five percent (5%) of its total budget (MOOE) specifically for GAD-related PPAs.		Mandatory 5% minimum allocation.
3.3 GAD funds are utilized for mandated facilities (e.g., breastfeeding stations, PWD-accessible toilets, or teen hubs).		Budget must support the required facilities.
3.4 The GAD Accomplishment Report is supported by the Program Management Information System (PMIS) for close monitoring.		PMIS is the tool for implementation tracking.

### III. Budget Summary

a. GAD Budget Allocation	
b. Actual GAD Budget Allocated	
c. Total GAD Funds Utilized to Date	
d. Utilization Rate	

### IV. Summary of Findings and Recommendations

#### 1. Alignment Strengths

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#### 2. Identified Gaps

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#### 3. Recommended intervention

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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT INFRASTRUCTURE

### ANNEX J: FOCUS GROUP DISCUSSION (FGD) AND STAKEHOLDER FEEDBACK GUIDE

This tool is designed to gather qualitative feedback on the implementation of DepEd Order No. 32, s. 2017 (Gender-Responsive Basic Education Policy). As mandated by the policy, the Gender and Development Focal Point System (GFPS) must conduct periodic reviews and consultations with all internal and external stakeholders to enhance policy effectiveness.

#### I. Activity Profile

a. Name of School		
b. Total No. of Participants		
c. Stakeholders Group	Put a check:	
	<input type="checkbox"/>	Learners
	<input type="checkbox"/>	Parents/Guardians
	<input type="checkbox"/>	Community Leaders/Stakeholders
d. Sex-Disaggregated Attendance	No. of Male	
	No. of Female	
	Total	

#### II. Thematic Feedback Guide

Instructions: Use these guided questions to facilitate discussion. Ensure a safe, non-judgmental environment where all participants feel free to disclose gender-related concerns.

A. Theme: Learning Environment and Protection	Key Discussion Points
a. For Learners	<ol style="list-style-type: none"> <li>1. Do you feel safe in all areas of the school?</li> <li>2. Have you witnessed or experienced bullying or discrimination based on sex or gender identity?</li> </ol>
b. For Parents	<ol style="list-style-type: none"> <li>1. Are you aware of the school's Child Protection Committee (CPC)?</li> <li>2. Do you feel confident that the school handles cases of violence or harassment effectively?</li> </ol>
c. For Community	<ol style="list-style-type: none"> <li>1. How does the school engage the community in ensuring the safety of children, particularly those from marginalized groups (e.g., IPs, Muslim learners, PWDs)?</li> </ol>

<b>B. Theme: Curriculum and Inclusivity</b>	<b>Key Discussion Points</b>
a. For Learners	1. Do your textbooks and lessons show both men and women in various careers? 2. Does your teacher use language that makes everyone feel included?
b. For Parents	1. Have you noticed any gender stereotypes in the modules or materials your child brings home?
c. For Community	1. Are the school programs (like literacy or sports) equally accessible and encouraging both boys and girls?
<b>C. Theme: Facilities and Accessibility</b>	<b>Key Discussion Points</b>
a. For Learners	1. Are the toilets safe, clean, and private? 2. Is there a place in school for girls to manage their periods or for nursing mothers to express milk?
b. For Parents	1. Do you find the school facilities accessible for children or parents with disabilities?
c. For Community	1. Does the school provide a safe space for community-based GAD activities or youth forums?

**III. Observation and Synthesis Notes**

1. Prevalent Gender Issues Identified

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2. Stakeholders Recommendations

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3. Barriers to Participation (e.g., Distance of the school for far-flung families prevents them from attending GAD forums)

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**IV. Action and Documentation**

As part of the Gender Mainstreaming M&E Framework (MEF), the results of these consultations shall be documented in the school's gender-responsive database and used as an evidence base for refining the GAD Plan and Budget (GPB).

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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE

## ANNEX K: INDICATIVE SCHEDULE

**School Based Monitoring and Evaluation (SBM&E) on the Implementation of Gender Responsive Basic Education Policy (DO 32 s. 2017)**  
Indicative Schedule (July to October 2026)

<b>Indicative Dates</b> <i>(Inclusive of Travel Time)</i>	<b>Destination</b>	<b>List of Schools</b>
July 13-17, 2026	Region I	See ANNEX B
	Region II	See ANNEX B
	Region III	See ANNEX B
	Region IV-A	See ANNEX B
July 27-31, 2026	Region IV B	See ANNEX B
	Cordillera Administrative Region (CAR)	See ANNEX B
	National Capital Region (NCR)	See ANNEX B
	Region V	See ANNEX B
August 10-14, 2026	NIR	See ANNEX B
	Region VI	See ANNEX B
	Region VII	See ANNEX B
	Region VIII	See ANNEX B
August 24-28, 2026	Region IX	See ANNEX B
	Region X	See ANNEX B
	Region XI	See ANNEX B
	Region XII	See ANNEX B
September to October 2026	Region XIII	See ANNEX B
	<b>**Consolidation and Interpretation of Data**</b>	



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HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

### ANNEX L: PROGRAM OF ACTIVITIES

#### School Based Monitoring and Evaluation (SBM&E) on the Implementation of Gender Responsive Basic Education Policy (DO 32 s. 2017) Program of Activities

Time	Activity <i>Maximum of 3 hours</i>	Person/s Responsible
<p><b>Note:</b> The duration and sequence of activities may vary depending on the size of the school, number of classrooms, availability of stakeholders, and other operational considerations.</p> <p>The Monitoring Team shall ensure that all prescribed monitoring activities are completed and properly documented within the designated monitoring period.</p>	1. Arrival of the Monitoring Team	School GAD Focal Person/ Monitoring Team
	2. Opening Program, Courtesy Call and Presentation of Objectives <i>(max of 10 Minutes)</i>	National GFPS Secretariat/RO GAD Focal
	3. School Profile Presentation and Overview of Gender-Responsive Initiatives <i>(max of 5 minutes)</i>	School Head/School GFPS
	4. Key Performance Indicator (KPI) Data Collection and Validation (Enrollment, Completion Rates, Functional GFPS) <i>(max of 15 minutes)</i>	Monitoring Team
	5. Classroom Observation Using Gender-Responsive Indicators <i>(maximum of 20 minutes)</i>	Monitoring Team
	6. Review of Learning Resources, Learning Plans, Instructional Materials, and Assessment Tools <i>(max of 20 minutes)</i>	Monitoring Team
	7. Facility Inspection (Breastfeeding Station, VAW Desk, Child-Minding Center, Toilets, Clinic, Guidance Office, Signages, and Learning Spaces) <i>(max of 15 minutes)</i>	Monitoring Team
	8. Review of CPC and Anti-Bullying Records and Protection Protocols <i>(max of 15 minutes)</i>	Monitoring Team
	9. Organizational Analysis (SIP, AIP, WFP, OPCRIF/IPCRIF, GAD Plan and Budget, and Accomplishment Reports) <i>(max of 15 minutes)</i>	Monitoring Team
	10. Focus Group Discussion (FGD) with Learners, Parents, and Community Stakeholders (if necessary) <i>(max of 30 minutes)</i>	Monitoring Team
	11. Assessment of LAC Sessions, INSET, and Other GAD-Related PPAs <i>(max of 20 minutes)</i>	Monitoring Team

	12. Exit Conference, Presentation of Initial Findings, and Clarification of Observations <i>(max of 10 minutes)</i>	Monitoring Team Leader and School Head
	13. Closing Program and Photo Documentation <i>(max of 5 minutes)</i>	All Participants