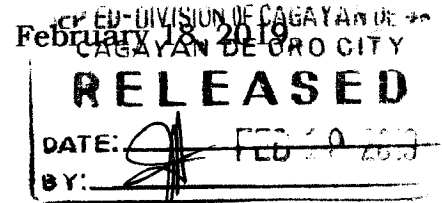




Department of Education
Region X- NORTHERN MINDANAO
DIVISION OF CAGAYAN DE ORO CITY
Fr. William F. Masterson, SJ Avenue,
KM5, Upper Balulang, Cagayan de Oro City



DIVISION MEMORANDUM NO. 134 s. 2019

**SUBMISSION OF SCHOOL GENDER AND DEVELOPMENT
(GAD) PLAN FOR CALENDAR YEAR 2019**

TO : Public Schools District Supervisors
Elementary/Secondary Public School Heads
Division GAD Coordinator
School GAD Coordinators
School GAD Focal Point System
This Division

1. With reference to PCW-NEDA-DBM Joint Circular No. 2012-01 and DepEd Order No. 63, s.2012 Guidelines on the Preparation of Gender and Development (GAD) Plans and utilization of GAD Budgets, all schools are required to submit their approved **2019 School GAD Plan and Budget**.
2. Said report duly signed by the School Head shall be submitted in hard copy using the BP Form 400 format to the Division Office Attn: Eleanor Consejo H. Rollan Division GAD Coordinator on or before **February 28, 2019**.
3. Attached is the 2019 Division GAD Plan for reference.
4. Immediate dissemination and strict compliance is desired.


JONATHAN S. DELA PEÑA, Ph.D., CESO V
Schools Division Superintendent



Republic of the Philippines
 Department of Education
 Region X - Northern Mindanao
DIVISION OF CAGAYAN DE ORO CITY
Fr. William F. Masterson Ave., Upper Balingang, Cagayan de Oro City



BP FORM 400
ANNUAL GENDER AND DEVELOPMENT (GAD) PLAN AND BUDGET
 FY 2019

Agency/Bureau/Office: Department of Education Division of Cagayan de Oro City

Gender Issue and/or GAD Mandate	Cause of the Gender Issue	GAD Results Statement/GAD Objective	Relevant Agency MFO/PAP	GAD Activity	Output Performance Indicators and Target	GAD Budget	Source of the Budget	Responsible Unit / Office
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Client-focused Awareness on gender equality, disability and social inclusion (GEDSI) issues and problems affecting work productivity	Need to increase level of awareness on GEDSI among Division and school personnel.	To ensure that office and school personnel become GEDSI-sensitive and responsive.	Plans and Programs with GEDSI consideration	GAD Sensitivity/ Awareness Seminar, Information Drive, Conferences, LAC Sessions	*Conduct of GEDSI and GEDSI-attributed Sensitivity/ Awareness activities		Division/School MOOE	SDO
Continuing Education for the Elderly and personnel with disabilities	Individual work productivity may be affected by degenerative ailments and other forms of disability brought about by age.	To improve individual work productivity level through continuing education for the elderly and PWAs on policies and programs inclusive of their rights, privileges and well-being.	Capacity-building opportunities for Senior Citizens, Indigenous people and differently-abled persons	Seminar/Symposia/ Activities on Wellness, Women's Health, Rights and Privileges of Elderly/Senior Citizens, indigenous people and differently-abled persons	*GEDSI-compliant office policies and services, *Increased awareness on wellness and healthy lifestyle, *Increased work productivity.		Division/School MOOE	SDO

Organization-focused							
Gender-responsive policies, programs and fiscal management	Need to ensure that policies, plans and programs are GESDI-responsive through budget attribution using the Harmonized Gender and Development Guidelines (HG DG).	Mainstream GESDI into various plans and programs including personal services and capital outlay using the HG DG tool.	GESDI-responsive Plans and Programs	Integrating GESDI in various plans and programs using the HG DG tool	Programs and plans reviewed and evaluated with HG DG rating of being GESDI-responsive	Division/School MOOE	SDO
			Personal Services	Attributing personal services to GAD using the HG DG tool	Attributed budget for salary of personnel who rendered service in the implementation of various GAD and GAD-attributed activities	Division/School MOOE	SDO
Advocacy on GAD to promote GESDI-responsive program and plans in the Division and the Department in general	Increase awareness on GAD activities and programs in order to achieve stronger impact in the Departments' various programs	To increase awareness and participation in various GESDI-responsive programs	Advocacy on GAD/ GESDI	*Conduct of advocacy through information drive, Symposia, Conference, Congress and other modalities	Conducted various activities that will promote GAD awareness and encourage support to its mandate	Division/School MOOE	SDO
			Capital Outlay	Attributing capital outlay to GAD using the HG DG tool	*Procurement of capital outlay promotive a GESDI-responsive working environment	Division/School MOOE	SDO
Institutionalizing the GAD Focal Point System at the Division and School levels.	Need to capacitate new School Heads/ School In-charge and members of the GFPS on the GAD program	To capacitate Division and School GFPS to attain program objectives and targets.	Oriented and Trained Division and School GAD Focal Point System	Capacity-Building of the Division and School GAD Focal Point System	Number of Division and School GAD Focal Point System oriented and trained	Division/School MOOE	Division and School GAD Focal System

Capacity Development is essential for program implementers for effective program implementation and management	Need for continuing development for GAD program implementers	To capacitate School GAD Coordinators and Division program coordinators	Oriented and Trained School GAD Coordinators and Division program coordinators	Capacity-Building of the School GAD Coordinators	*Number of GAD coordinators capacitated. *Program implementation reviews conducted. *Quarterly program monitoring, evaluation and adjustment		Division/School MOOE	SDO
Non-teaching personnel and support service staff play a vital role in the delivery of quality service and their competency needs should also be considered in the various development programs.	Competency needs of the non-teaching personnel and support service staff should be addressed for them to perform effectively.	To address competency gaps among non-teaching personnel to be able to aid in the effective delivery of various GEDSI-responsive programs.	Continuous Capacity-Building	Capacity-Building of Division and Non-Teaching personnel	*Complete attendance and active participation of Division and non-teaching personnel in various CapDev and INSET. *Clear orientation on the mainstreaming/ integration of GAD Programs and Plans.		Division/School MOOE	SDO
Addressing gender-related issues and concerns can affect organizational productivity in the work place.	Need to address gender-related issues and concerns that affect work/ office productivity.	To increase work productivity through enhancing team management	Increasing Individual and Office Productivity	Team Management Enhancement Training	*Increased individual efficiency and work productivity *Gender-related issues affecting work productivity are addressed.		Division/School MOOE	SDO/ GAD System
Equal opportunities to be given to every person regardless of gender and social status.	Gender Stereotyping and bias hinder student development and causes discrimination.	To provide equal access in various endeavors/ competitions.	Equal access to learning opportunities	Division/Regional and National Press Conference	Attributed budget for the conduct of press conference at the district, division, regional and national levels.		Division/School MOOE	SDO/School

	Equal opportunities and access to trainings, seminars and scholarships	Sports Competency	Sports Development/ Skills Development/ Sports Competency	Districts/Division/Region all/ National level participation in trainings and seminars	District/Division/ Regional Sports Competition	*Attribute budget allocation for trainings and seminars	*Boys and girls both excelling in sports activities/ competitions, *Attribute budget allocation for sports competitions at various levels	Division/School MOOE	SDO/School
TOTAL									

Prepared by:

SRM
Eleanor Consejo H. Rollan
 Division GAD Coordinator

Recommending Approval:

Approved by:

RAH
Alicia E. Anghay, Ph.D.
 Asst. Schools Division Superintendent

RAH
JONATHAN S. DELA PEÑA, Ph.D., CESO V
 Schools Division Superintendent