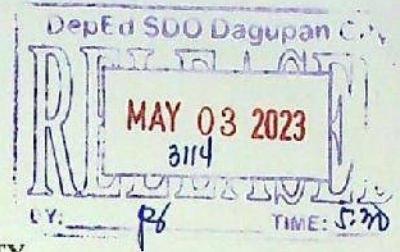




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REGION I

SCHOOLS DIVISION OFFICE DAGUPAN CITY



**Office of the Schools Division
Superintendent**

Division Memorandum

No. 176 s. 2023

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
School GAD Coordinators
All Others Concerned

From: OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

Date: May 3, 2023

Subject: **CALL FOR SUBMISSION OF ENTRIES TO THE DIVISION SEARCH FOR BEST GENDER AND DEVELOPMENT INFORMATIONAL, EDUCATIONAL, AND COMMUNICATION MATERIALS FOR FY 2023**

1. In support to Regional Memorandum no. 382, s. 2020 and RM no. 056, s. 2021 on the call for submission of GAD IEC materials to raise awareness on Gender and Development mandates, laws, priority PPAs, and issues and concerns, this Office announces the conduct of the **Search for Best Gender and Development Informational, Educational, and Communication (IEC) Materials for FY 2023**.
2. In connection to this, all public elementary and secondary school teachers and learners are enjoined to participate in the search by submitting IEC materials under the theme/topic "*Strengthening the Child Protection Policy of DepEd through gender-responsive programs, projects, and activities*" in the following format/type:
 - a. brochure-type
 - b. audio-visual presentation (AVP)
3. The timeline of activities is as follows:

DATE	ACTIVITY
1 st week of May 2023	Call for Submission for BEST GAD IEC Materials
June 2, 2023	Deadline of Submission at the SDO



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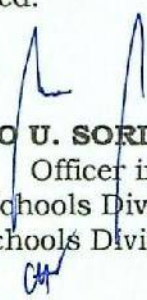
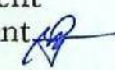
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Within 7 working days after the deadline of submission	SDO Screening and Evaluation
Within 7 working days after the screening and evaluation	PRAISE and GAD TWG Deliberation
2 nd to 3 rd week of June 2023	Awarding Rites

- Enclosed is the *Guidelines on the Search for the Best Gender and Development IEC Materials* for reference. Interested participants shall properly accomplish the *Entry Form (Enclosure 1)* and submit a hard copy received at the Records Office as well as soft copy of the form along with the IEC material/s to sdodagupangad@gmail.com **on or before June 2, 2023 until 5:00 p.m. only.**
- For information and guidance of all concerned.


MARCIANO U. SORIANO, Jr., CESO VI
Officer in Charge
Office of the Schools Division Superintendent
Assistant Schools Division Superintendent 



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**Guidelines on the Search for the Best Gender and Development (GAD)
Information, Education, and Communication (IEC) Materials**

I. Rationale

Pursuant to DepEd Regional Memorandum no. 382, s. 2020 and DepEd Regional Memorandum no.056, s. 2021 entitled **Call for Submission of GAD IEC Materials for FY 2021**, which aims to promote Gender and Development (GAD) mandates, laws, issues, and concerns through the development of information, educational, and communication (IEC) materials, the Schools Division Office has initiated the **Search for Best Gender and Development (GAD) Information, Educational, and Communication (IEC) Materials** to raise awareness on current GAD issues, policies, and mandates as well as to sustain the implementation of GAD programs, projects, and activities.

The activity was first conducted in 2020 and is continued thereafter to provide updated and relevant information on GAD. The winning GAD IEC materials at the Division level are then submitted to DepEd Regional Office I through the Regional GAD Coordinator, and these form the inventory of the GAD information, educational, and communication resources that are distributed to all divisions in Region 1. These are also reproduced and distributed for SDOs GAD advocacy featuring the list of SDOs gender responsive programs and services benefitting women as well as simplified steps and requirements to avail of such.

II. Objectives

Through the activity, participants are empowered to reflect critically on GAD policies, mandates, issues, and concerns. They will be able to inform teaching, non-teaching personnel, learners, and other stakeholders on these current and relevant GAD issues, policies, and program, projects, and activities (PPAs). They will also contribute in policy formulation and PPAs development to respond to GAD issues and raise the level of awareness, engagement and responsiveness in GAD.

III. Definition of Terms

- A. Gender and Development** -refers to the development perspective and process that are participatory and empowering equitable, sustainable, free from violence respectful of human rights supportive of self-determination and actualization of human potentials. It seeks to achieve gender equality as a fundamental; value that should be reflected in development choices; seeks to transform society's social economic, and political structures and questions the validity of gender roles these ascribe to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the needs of women to organize themselves and participate in political processes to strengthen their legal rights.¹



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- B. **Child Protection Policy**- refers to the programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence.²
- C. **Gender**- refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities, and relationships are socially constructed and are learned through socialization processes.²
- D. **Gender Awareness**- refers to the ability to identify problems arising from gender inequality and discrimination, even if these are not immediately apparent.²
- E. **Gender-based Violence**- refers to violence that targets individuals or groups on the basis of their gender. This includes acts that inflict physical, mental, or sexual harm or suffering, the threat of such acts, coercion, and other deprivations of liberty.²
- F. **Gender Equality**- refers to the principle asserting the equality of men and women and their rights to enjoy equal conditions realizing their full human potentials to contribute to and benefit from the results of development, and with the state recognizing that all human beings are free and equal in dignity and rights.²
- G. **Gender Equity**-moves beyond a focus on equal treatment. It means giving to those who have less on the basis of needs, and taking steps to compensate for historical and social disadvantages that prevent women and men from otherwise operations on a level playing field.²
- H. **Gender Expression**- refers to the way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interest. A person's gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.²
- I. **Gender-fair Language** is understood as language that is gender sensitive or non-existent.
- J. **Gender Identity**-is understood to refer to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means) and other expressions of gender, including dress, speech, and mannerisms.²
- K. **Gender-Responsive Basic Education (GRBE)** is inclusive education that ensures girls' and boys' and women's and men's equal access to learning opportunities, addresses gender-based barriers and the intersection of different forms of discrimination, takes affirmative steps where necessary to reduce gender gaps and disparities in the management of the learning process, provides children a learner-friendly environment that addresses their diverse learning needs and results in the progressive achievement of gender equality in educational outcomes.²
- L. **Gender responsiveness**- refers to taking action to correct gender bias and discrimination so as to ensure gender equality and equity. It entails consistent and systematic attention to the differences between men and women with a view to addressing structural constraints to gender equality.²





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- M. **Gender Sensitivity**- is the ability to perceive existing gender differences, issues, and inequalities and to incorporate these into strategies and actions. ²
- N. **Sexual Orientation**- is understood to refer to each person's capacity for profound emotional, affectional, and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.²
- O. **Violence Against Women and their Children (VAWC)**- refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life, as provided under *Republic Act (RA) 9262 or The Anti-Violence Against Women and Their Children Act of 2004*.²
- P. **Information, Education, and Communication (IEC) materials** –refers to all information, educational, and communication materials that are used to convey public messaging on gender and development to support the overarching goals and objectives of GAD program.
²

IV. Scope

This guideline shall cover all public elementary and secondary schools in the Schools Division Office of Dagupan City that will participate in the said activity.

V. Content and Other Requirements

A. Content

The content of the IEC materials shall be based on Women's Priority Legislative Agenda as stated in the Philippine Commission on Women site and DepEd's GAD priority agenda, which may cover, but not limited to, the following:

1. Cyber Crime and its Impact to Women and their Children
2. DO no. 40, s. 2012: DepEd Child Protection Policy
3. Eradicating Harassments and Abuses on Women and Children
4. Gender Inequality in the Workplace
5. Gender Sensitivity
6. Gender Stereotypes in the Workplace/Schools
7. Gender-Responsive Teaching Techniques and Classroom Management
8. Gender Roles
9. Integrating Gender and Development in the Classroom
10. Material and Reproductive Health Education
11. Mental Health and Coping Strategies
12. Purple Fridays
13. RA 7877: Anti-Sexual Harassment Act of 1995
14. RA 9710: Magna Carta of Women
15. Rights and Legal Protection Policies for Women





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16. Use of Gender Fair Language/Non-Sexist Language

B. Types of IEC and Requirements

The IEC material to be submitted are either of the following:

(a) an **A4 brochure-type material**

- Must use the standard A4 bond paper size;
- May use Canva, Microsoft Publisher, Adobe Photoshop, and other applications used to create printed IEC materials

(b) An **Audio-Visual Presentation**

- Should have a video length of 4 to 8 minutes in length with a maximum file size of 2 GB.
- Must not contain any material that is obscene, defamatory, libelous, pornographic, offensive, or encourage conduct that would violate the law
- May be in the following video format (MP4, avi)

VI. Criteria

The following criteria will be used for judging the GAD IEC MATERIALS:

Criteria for Brochure/Print-type	Maximum Points	Participant's Points	Remarks
Relevance The IEC material provides relevant and updated information on GAD mandates, issues, policies, programs.	20		
Originality The message is expressed in a unique and creative manner.	10		
Use of gender-fair language Language used in the IEC shows gender fairness or sensitivity.	15		
Layout/Design Cohesiveness of design elements including color combination, font style, font size, images used.	30		
Overall Impact The elements (i.e. text images) used in the IEC material create a strong impact on the message being conveyed in the material.	25		
TOTAL	100		



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<i>Criteria for AVP</i>	Maximum Points	Participant's Points	Remarks
Relevance The IEC material provides relevant and updated information on GAD mandates, issues, policies, programs.	35		
Originality The message is expressed in a unique and creative manner. It should also be non-copyrighted.	25		
Use of gender-fair language Language used in the IEC shows gender fairness or sensitivity.	15		
Overall Impact The elements (i.e. text images) used in the IEC material create a strong impact on the message being conveyed in the material.	25		
TOTAL	100		

VII. Procedure

A. Submission of Entry/ies

1. Public Elementary and Secondary schools are allowed a **maximum of three (3) brochure-type** and a **maximum of three (3) AVPs** each for Teachers and Learners category per grade level: elementary, junior high school, and senior high school.
2. The soft copies of these IEC materials shall be submitted along with the **Endorsement Form signed by the School Head**. These shall be emailed to sdodagupangad@gmail.com with the Subject title: “[School] GAD IEC AVP 1” or “[School] GAD IEC Brochure 2”.
3. The Division GAD Coordinator shall acknowledge receipt email/submission or write a letter of reply noting the receipt of the emailed documents.

B. Screening and Evaluation

1. Upon online receipt of the school nominations, the GAD TWG shall conduct a pre-assessment of all entry/application/submission. After thorough assessment, the GAD TWG shall present to the PRAISE committee the shortlist of qualified nomination.
2. The GAD TWG shall serve as the Secretariat. They shall download and screen all electronically submitted nominations with complete documentary requirements, and determine the correctness of the category vis-à-vis the accomplishment/s presented. It shall shortlist qualified nominees based on the guidelines.



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3. The GAD TWG shall then provide copies of the nominations and folders/criteria for judging to the SDO PRAISE committee for deliberation.
4. A nomination with incomplete documentary requirements will no longer be included in the Search.

C. PRAISE Deliberation

Pursuant to Item 5.6, General Guidelines of CSC MC 10 dated May 7, 2020, "Agencies may use videoconferencing/teleconferencing in conducting meetings to minimize face to face interaction". Hence, the same procedure shall be used in the committee on PRAISE deliberations.

1. The SDO PRAISE committee together with the GAD TWG, shall convene for judging or deliberation of the qualified submission/entry. The TWG and the Board of Judges will convene and the scores will be discussed.
2. The PRAISE shall convene on an agreed date through face to face/video/teleconferencing to evaluate, deliberate, and agree on their choices and select the division winner/s of the Search.
3. The scores given by the judges will be tabulated by the SDO PRAISE and GAD Secretariat. The Secretariat shall come up with the final tally sheet for each category and minutes of the meeting/proceedings and to be presented to the agency head for approval.

D. Announcement of Winners

1. The GAD TWG shall then prepare a memorandum/advisory on the list of winner/s to be uploaded at the SDO Dagupan City website and posted to other social media platforms for public information.
2. The decision of the Board of Judges is final and irrevocable.

VIII. Grounds for Disqualification

1. School entries that are submitted beyond the deadline will not be included in the list of IEC materials for initial screening and deliberation at the division level.
2. School entries with incomplete requirements (i.e. did not submit Nomination Form) will not be included in the list of IEC materials for initial screening and deliberation at the division level.





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IX. Timeline of Activities

DATE	ACTIVITY	PERSON RESPONSIBLE
3 rd to 4 th week of April	Call for Nomination for BEST GAD IEC Materials	GAD TWG School Heads/ School GAD Coordinator
3 rd to 4 th week of May	Deadline of Submission at the SDO	GAD TWG School Heads/ School GAD Coordinator
Within 5 working days after the deadline of submission	SDO Screening and Evaluation	GAD TWG
Within 5 working days after the screening and evaluation	PRASIE and GAD TWG Deliberation	SDO PRAISE Committee and GAD TWG
1 st to 2 nd week of June	Awarding Rites	Top Management, SDO PRAISE Committee and GAD TWG

X. Effectivity

These guidelines shall be implemented for the 2023 Search for Best GAD IEC Materials and the years thereafter.

Enclosure

1. Entry Form
2. Score Sheet for Brochure/Print-Type
3. Score Sheet for AVP



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Enclosure 1. Entry Form

School: _____

School ID: _____

Name of School Head: _____

Name of GAD Coordinator: _____

Level (Elem/JHS/SHS): _____

Category (Teacher/Learner): _____

IEC 1

Title of Submitted IEC material: _____

Submitted by: _____

Email/phone number: _____

IEC 2

Title of Submitted IEC material: _____

Submitted by: _____

Email/phone number: _____

IEC 3

Title of Submitted IEC material: _____

Submitted by: _____

Email/phone number: _____

Prepared by:

School GAD Coordinator (Signature over Printed Name)

Endorsed by:

School Head (Signature over Printed Name)



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Enclosure 2. Score Sheet for Brochure/Print-Type

<i>Criteria for Brochure/Print-Type</i>	Maximum Points	Participant's Points	Remarks
Relevance The IEC material provides relevant and updated information on GAD mandates, issues, policies, programs.	20		
Originality The message is expressed in a unique and creative manner.	10		
Use of gender-fair language Language used in the IEC shows gender fairness or sensitivity.	15		
Layout/Design Cohesiveness of design elements including color combination, font style, font size, images used.	30		
Overall Impact The text and images used in the IEC material create a strong impact on the message being conveyed in the material.	25		
TOTAL	100		

Evaluated by:

(Signature over Printed Name)



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Enclosure 3. Score Sheet for AVP

<i>Criteria for AVP</i>	Maximum Points	Participant's Points	Remarks
<i>Relevance</i> The IEC material provides relevant and updated information on GAD mandates, issues, policies, programs.	35		
<i>Originality</i> The message is expressed in a unique and creative manner. It should also be non-copyrighted.	25		
<i>Use of gender-fair language</i> Language used in the IEC shows gender fairness or sensitivity.	15		
<i>Overall Impact</i> The elements (i.e. text images) used in the IEC material create a strong impact on the message being conveyed in the material.	25		
TOTAL	100		

Evaluated by:

(Signature over Printed Name)



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References:

1. Philippine Commission on Women. (2010). *Section 4-h, Republic Act 9710: Magna Carta for Women Implementing Rules and Regulation*.
2. Department of Education. (2017). *DepEd Order 32, s. 2017 re: Gender-Responsive Basic Education Policy*.

Prepared by:

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EPS-SGOD/
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CES-SGOD

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Assistant Schools Division Superintendent/
Chairperson, PRAISE Committee

Approved by:

ROWENA C. BANZON, CESO V
Schools Division Superintendent

