

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

From Gender and Development Focal Point System <gfps.secretariat@deped.gov.ph>

Date Tue 7/7/2026 4:14 PM

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Dear All,

We would like to provide an update regarding the upcoming School-Based Monitoring and Evaluation (SBM&E) of the GRBE Policy.

Pursuant to instructions received, we would like to inform all concerned regions and field offices that the schedule of the SBM&E activities **will be moved to a later date**. This adjustment will allow the Central Office to finalize the necessary administrative, logistical, and operational preparations to ensure the smooth conduct of the activity.

We understand the concerns and anticipation of our colleagues, particularly those initially scheduled for the first batch of visits. We sincerely appreciate your patience and understanding as we complete the remaining preparations.

Please be advised that an official advisory containing the final schedule of the SBM&E visits, as well as the details of the orientation, shall be issued accordingly once all arrangements have been finalized.

In the meantime, should you have any concerns or require clarification, please feel free to reach out to us through our existing communication channels.

Thank you for your continued cooperation, patience, and support. We look forward to working with all of you in the successful implementation of this initiative.

Maraming salamat!

In advancing equality and equity for a gender-responsive education,
DepEd National GAD Focal Point System



DepEd National GFPS Secretariat
Bureau of Human Resource and Organizational Development (BHROD) - Employee Welfare Division

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MEMORANDUM		Date: 7/13/2026	Released (Records): <i>Awen</i>
To: ☒ PSDS/DICs	☒ Elem/Sec School Heads		
☐ Private Schools	☐ Others:		
For: ☒ Information	☒ Dissemination		
☒ Guidance	☐ Strict Compliance		
ORLANDO E. MANUEL Ph.D., CESO V Schools Division Superintendent			
By: ☐ ASDS	☐ CID Chief	☐ SGOD Chief	☐ AO ☐ Atty

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

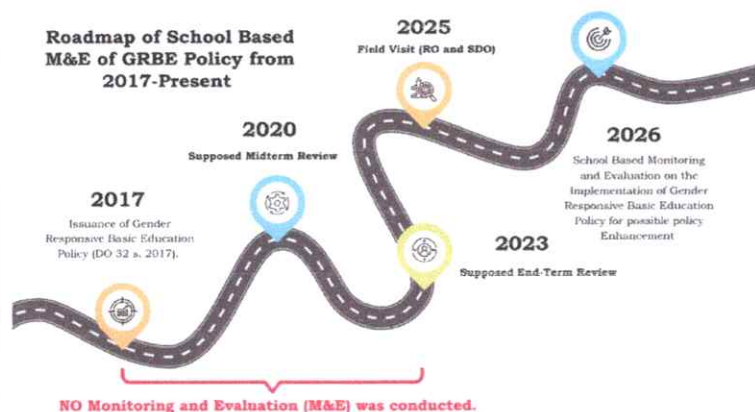
SUBJECT : **SCHOOL BASED MONITORING AND EVALUATION (SBM&E) ON THE IMPLEMENTATION OF THE GENDER RESPONSIVE BASIC EDUCATION POLICY (DO 32, S. 2017)**

DATE : June 01, 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.

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
GILBERT D. ELEGADO Department of Education-Central Office National GFPS Secretariat	gilbert.elegado@deped.gov.ph gfps.secretariat@deped.gov.ph	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.



DepEd National GFPS Secretariat

Bureau of Human Resource and Organizational Development (BHROD) - Employee Welfare Division

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