



Republic of the Philippines  
**Department of Education**  
REGION VIII  
SCHOOLS DIVISION OF NORTHERN SAMAR

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July 30, 2025

**DIVISION MEMORANDUM**


No. 245, s. 2025

**2025 SEARCH FOR THE MOST OUTSTANDING SCHOOL GENDER AND  
DEVELOPMENT (GAD) IMPLEMENTER (GAWAD TALA)**

To: Assistant Schools Division Superintendent  
CID and SGOD Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors/Principals In-Charge  
Public Elementary and Secondary School Heads  
Public Elementary and Secondary Teachers  
District GAD Coordinators  
All Others Concerned

1. In line with the Department of Education's commitment to promoting gender equality and responsive basic education, and pursuant to the mandates of the 1987 Philippine Constitution, Republic Act No. 9710 (Magna Carta of Women), and DepEd Order No. 32, s. 2017 (Gender-Responsive Basic Education Policy), the Schools Division of Northern Samar hereby establishes the **GAWAD TALA (Trailblazing Action and Leadership in Advocacy)** in Gender and Development Award.
2. This award, which is a part of the **2025 Search for Most Outstanding DepEd Northern Samar Personnel, Schools, and Program Implementers** as stipulated in **Division Memorandum No. 215, s. 2025**, seeks to recognize and celebrate the exemplary efforts of public schools within the division in mainstreaming GAD, creating gender-responsive learning environments, and championing programs, projects, and activities (PPAs) that promote equality and empowerment for all learners and personnel. This initiative is aligned with the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE) as established in DepEd Order No. 9, s. 2002.
3. The GAWAD TALA aims to:
  - a. recognize and celebrate the outstanding accomplishments and innovative practices of schools in implementing GAD programs and mainstreaming gender perspectives in their curriculum, co-curriculum, and administration;

- b. showcase and Promote effective GAD PPAs that can be replicated by other schools to foster safe, inclusive, gender-responsive, and empowering educational environment;
  - c. incentivize schools that demonstrate exceptional commitment to the principles of DepEd Order No. 32, s. 2017, thereby strengthening the division-wide implementation of the Gender-Responsive Basic Education Policy; and
  - d. establish a sustainable mechanism for identifying, validating, and rewarding best practices in GAD implementation within the Schools Division of Northern Samar.
4. For reference, attached are the Policy Guidelines and the Criteria for the 2025 Search for the Most Outstanding School Gender and Development (GAD) Implementer – GAWAD TALA.
5. For more information, please contact Peter R. Bobiles, Division GAD Focal Person at [hrd.northernssamar@deped.gov.ph](mailto:hrd.northernssamar@deped.gov.ph).
6. For guidance, information, and dissemination.

  
**GAUDENCIO C. ALJIBE JR., PhD, CESO VI**  
Schools Division Superintendent

Enclosures: As stated

References: As stated

To be indicated in the Perpetual Index under the following subjects:

REWARDS & RECOGNITION  
GENDER AND DEVELOPMENT  
GAWAD TALA  
20025 PASIDUNGOG

DepEd Northern Samar

RELEASED

By: 

Date: AUG 01 2025



Enclosure 1 to DM No. 245, s. 2025

## **POLICY GUIDELINES ON THE 2025 SEARCH FOR THE MOST OUTSTANDING SCHOOL GENDER AND DEVELOPMENT (GAD) IMPLEMENTER (GAWAD TALA)**

### **I. RATIONALE**

The 1987 Philippine Constitution, Republic Act (RA) 9710 (Magna Carta of Women), and DepEd Order No. 32, s. 2017 (Gender-Responsive Basic Education Policy) mandate the integration of Gender and Development (GAD) principles in the education sector. These principles include gender equality, equity, sensitivity, non-discrimination, and human rights. This is further supported by the Gender Equality and Women's Empowerment (GEWE) Plan 2019-2025, which sets strategic outcomes for education, such as reducing gender-based violence in schools and transforming discriminatory social norms.

In response to these mandates, and as part of the **2025 Search for Most Outstanding DepEd Northern Samar Personnel, Schools, and Program Implementers** as stipulated in **Division Memorandum No. 215, s. 2025**, the Schools Division of Northern Samar hereby establishes the **GAWAD TALA (Trailblazing Action and Leadership in Advocacy)** for Gender and Development.

This award seeks to recognize and celebrate the exemplary efforts of public schools within the division in mainstreaming GAD, creating gender-responsive learning environments, and championing programs, projects, and activities (PPAs) that promote equality and empowerment for all learners and personnel. This initiative is aligned with the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE) as established in DepEd Order No. 9, s. 2002.

### **II. OBJECTIVES**

The GAWAD TALA aims to:

1. Recognize and celebrate the outstanding accomplishments and innovative practices of schools in implementing GAD programs and mainstreaming gender perspectives in their curriculum, co-curriculum, and administration.
2. Showcase and Promote effective GAD PPAs that can be replicated by other schools to foster safe, inclusive, gender-responsive, and empowering educational environment.
3. Incentivize schools that demonstrate exceptional commitment to the principles of DepEd Order No. 32, s. 2017, thereby strengthening the division-wide implementation of the Gender-Responsive Basic Education Policy.
4. Establish a sustainable mechanism for identifying, validating, and rewarding best practices in GAD implementation within the Schools Division of Northern Samar.

### **III. SCOPE AND COVERAGE**

This policy shall apply to all public schools within the Schools Division of Northern Samar. Nominees will be judged according to the following categories:

- **Elementary Level:**
  - Central School
  - Non-Central School
- **Secondary Level:**
  - Junior High School (JHS)
  - Secondary School (offering JHS and SHS)
  - Stand-Alone Senior High School (SHS)
- **Integrated School (offering Elementary and JHS)**
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#### IV. DEFINITION OF TERMS

For the purpose of this policy, the following terms are defined:

- **Award:** Recognition conferred upon a school for its outstanding and innovative implementation of GAD PPAs that contribute to efficiency, quality, and timeliness.
- **GAWAD TALA:** The premier award conferred by the Schools Division of Northern Samar to a school in recognition of its exemplary implementation and institutionalization of GAD principles and PPAs. It stands for **Trailblazing Action and Leadership in Advocacy**.
- **Gender Mainstreaming:** The strategy of making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all spheres.
- **Incentive:** Monetary or non-monetary rewards and privileges given to a school for its outstanding GAD accomplishments and innovative practices.
- **Programs, Projects, and Activities (PPAs):** Initiatives stated in the school's approved GAD Plan and Budget.

#### V. CRITERIA FOR EVALUATION

Inspired by the PCW's GAD Mainstreaming and Evaluation Framework, nominees will be evaluated based on four key dimensions. The total score is 100 points.

CRITERIA	POINTS	DETAILS
<b>1. Policy</b>	<b>20</b>	Existence and implementation of GAD-responsive policies, including a GAD-centric Mission/Vision, anti-



CRITERIA	POINTS	DETAILS
		sexual harassment policies, and a functional Committee on Decorum and Investigation (CODI).
<b>2. People</b>	<b>25</b>	Functionality of the GAD Focal Point System (GFPS), continuous capacity-building for personnel, inclusive representation in school bodies, and active involvement of all genders in GAD activities.
<b>3. Programs, Projects, &amp; Activities (PPAs)</b>	<b>35</b>	Quality, relevance, and impact of GAD PPAs addressing school-specific gender issues. This includes curriculum integration, learner development activities, and outreach programs.
<b>4. Enabling Mechanisms</b>	<b>20</b>	Presence of support systems such as proper utilization of the GAD budget, establishment of GAD facilities (e.g., gender-neutral restrooms, lactation stations), and active partnerships with external stakeholders.
<b>TOTAL</b>	<b>100</b>	

## VI. GAWAD TALA SECRETARIAT AND COMMITTEES

- 1. GAWAD TALA Secretariat:** The Division GAD Focal Point System (GFPS) shall serve as the Secretariat, responsible for managing the nomination process, coordinating with evaluators, and consolidating results.
- 2. Technical Working Group (TWG) and Board of Judges:** A TWG shall be created to conduct the initial screening and desk evaluation (paper evaluation) of portfolios.

## VII. AWARDS AND INCENTIVES

There shall be one (1) winner for each of the six (6) school categories. Each winning school shall receive:

- **Plaque of Recognition** as the "Most Outstanding GAD Implementer (GAWAD TALA)" for its respective category.
- **Monetary Incentive of Php 10,000.00.**

## VIII. QUALIFICATION AND DISQUALIFICATION

**A. Qualification Requirements** All nominees must submit a portfolio containing evidence for:

1. GAD Plan and Budget for the performance year.
2. GAD Accomplishment Reports.
3. Documentation of GAD Best Practices.
4. Details of a flagship program or innovation on GAD.

**B. Grounds for Disqualification** A nominee shall be disqualified for any of the following reasons:

1. Any pending administrative or legal case related to gender-based violence, abuse, or mismanagement of GAD funds.
2. Failure to submit the complete portfolio by the set deadline.
3. Having been a GAWAD TALA winner in the immediately preceding year.

## IX. SEARCH TIMELINE

ACTIVITY	INDICATIVE SCHEDULE
Validation of the Search Guidelines	July 18, 2025
Announcement and Issuance of Division Memo	July 21, 2025
Orientation of School Heads & GAD Focal Persons	July 25, 2025
Deadline for Submission of Portfolio to the SDO	August 11, 2025
Desk Evaluation by the TWG	August 2025
On-site Validation and Deliberation (for top contenders)	August 2025
Announcement	August 28, 2025
Awarding Ceremony	December 12, 2025

## X. FUNDING SOURCE

The Schools Division Office shall allocate funds from its annual GAD Budget to cover the expenses for the monetary incentives, plaques, certificates, and other operational costs related to the conduct of the search.

## XI. FINAL PROVISIONS

- **Separability Clause:** If any part of this policy is held invalid, other provisions not affected shall remain in full force and effect.

- **Repealing Clause:** All prior Division issuances inconsistent with this policy are hereby repealed or modified accordingly.
- **Effectivity:** These guidelines shall take effect immediately upon the issuance of the corresponding Division Memorandum.



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**Rubrics for the Search for Best School Gender and Development (GAD) Implementers  
GAWAD TALA 2025**

NAME OF SCHOOL: \_\_\_\_\_  
CATEGORY: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

**A. Policy (30 points)- This pillar assesses the school's commitment to establishing a clear and functional policy foundation for gender mainstreaming.**

Indicator	Means of Verification (MOVs)	Criteria				
		Level 1 (Foundational)	Level 2 (Developing)	Level 3 (Established)	Level 4 (Advanced)	Level 5 (Exemplary)
<b>GAD Plan and Budget (15 points)</b>  Formulated annual GPB highlighting: a. Organizational-focused PPAs based on SDD/ needs assessment (gender issues) b. Client-focused PPAs based on SDD/needs	<ul style="list-style-type: none"><li>School-approved GAD Plan and Budget by the School GFPS integrated into the AIP/SIP for the last three years</li><li>Copy of the Endorsed GAD PB of the District</li></ul>	Only one indicator is met <b>(7 point)</b>	2 indicators are met <b>(9 points)</b>	3 indicators are met <b>(11 points)</b>	Four (4) indicators are met <b>(13 points)</b>	All five-six (6) indicators are met <b>(15 points)</b>



assessment (gender issues) c. Utilization of at least 5% MOOE d. GPB Plans endorsed by the district and included in the Division Consolidated GPB f. Mandates	<ul style="list-style-type: none"> <li>indicating the School GPB</li> <li>Results of Needs-Assessment/ Sex-disaggregated data</li> </ul>					
<b>Presence of GAD related policies (10 points)</b>	Copies of approved localized Policies/ School Memoranda on GAD-related policies	The school has <b>one (1)</b> foundational GAD policy or memorandum in place to begin its GAD mainstreaming efforts. (e.g., setting up School GFPS, collecting and updating the sex disaggregated data, use of gender-fair language, conduct gender audit, and integration of GAD concepts in all learning areas and to all school programs and activities, among others) <b>(2 point)</b>	The school shows progress by having <b>two (2)</b> distinct GAD-related policies that are actively implemented. (e.g., setting up School GFPS, collecting and updating the sex disaggregated data, use of gender-fair language, conduct gender audit, and integration of GAD concepts in all learning areas and to all school programs and activities, among others) <b>(4 points)</b>	The school maintains <b>three (3)</b> GAD-related policies, demonstrating a consistent and established commitment to GAD. (e.g., setting up School GFPS, collecting and updating the sex disaggregated data, use of gender-fair language, conduct gender audit, and integration of GAD concepts in all learning areas and to all school programs and activities, among others) <b>(6 points)</b>	The school has a collection of <b>four (4)</b> GAD policies, indicating a comprehensive approach to addressing various gender issues. (e.g., setting up School GFPS, collecting and updating the sex disaggregated data, use of gender-fair language, conduct gender audit, and integration of GAD concepts in all learning areas and to all school	The school demonstrates a strong and institutionalized commitment with <b>five (5) or more</b> GAD policies that are systematically implemented and reviewed. (e.g., School Memorandum on setting up School GFPS, collecting and updating the sex disaggregated data, use of gender-fair language, conduct gender audit, and integration of GAD concepts in all learning areas and to all school programs and

					programs and activities, among others) <b>(8 points)</b>	activities, among others) <b>(10 points)</b>
<b>Community &amp; Stakeholder Support (5 points)</b>	<ul style="list-style-type: none"> <li>Copies of duly approved Resolutions, Project Proposals, and Accomplishment Reports</li> <li>• MOA/MOU with PTA or other community organizations</li> </ul>	1 approved Resolution, Project Proposal, and Accomplishment Report of initiated GAD Projects and Programs in the school and the community such as but not limited to symposium, repair/improvement of genderized CR, washing area, and canteen, child-minding area, wellness area/center, breastfeeding station/facility for the last three school years <b>(1 point)</b>	2 approved Resolutions, Project Proposals, and Accomplishment Reports of initiated GAD Projects and Programs in the school and the community such as but not limited to symposium, repair/improvement of genderized CR, washing area, and canteen, child-minding area, wellness area/center, breastfeeding station/facility for the last three school years <b>(2 points)</b>	3 approved Resolutions, Project Proposals, and Accomplishment Reports of initiated GAD Projects and Programs in the school and the community such as but not limited to symposium, repair/improvement of genderized CR, washing area, and canteen, child-minding area, wellness area/center, breastfeeding station/facility for the last three school years <b>(3 points)</b>	4 approved Resolutions, Project Proposals, and Accomplishment Reports of initiated GAD Projects and Programs in the school and the community such as but not limited to symposium, repair/improvement of genderized CR, washing area, and canteen, child-minding area, wellness area/center, breastfeeding station/facility for the last three school years <b>(4 points)</b>	5 approved Resolutions, Project Proposals, and Accomplishment Reports of initiated GAD Projects and Programs in the school and the community such as but not limited to symposium, repair/improvement of genderized CR, washing area, and canteen, child-minding area, wellness area/center, breastfeeding station/facility for the last three school years <b>(5 points)</b>

**B. People (20 points)- This pillar assesses the capacity and empowerment of personnel and students to champion gender mainstreaming.**

Criteria	Means of Verification (MOVs)	Criteria				
		Level 1 (Foundational)	Level 2 (Developing)	Level 3 (Established)	Level 4 (Advanced)	Level 5 (Exemplary)
<b>GAD- related capacity development</b> (e.g. training, seminars, workshops, etc.) conducted by the school whether for organization or for clients; membership of men and women in the organization and the top management support for gender mainstreaming with attachments. <b>(10 points)</b>	<ul style="list-style-type: none"> <li>• SDO- Approved Training Designs/Project Proposals/LAC</li> <li>• Accomplishment Reports with M&amp;E Report Or Sample lesson plans showing application of learning</li> </ul>	2 – Initiated at least 2 timely and relevant needs-based GAD trainings such as Gender Sensitivity Trainings, Gender Audit Tools, Gender Planning and Budgeting and other related and relevant GAD trainings for the last three years <b>(2 points)</b>	2 – Initiated at least 2 timely and relevant needs-based GAD trainings such as Gender Sensitivity Trainings, Gender Audit Tools, Gender Planning and Budgeting and other related and relevant GAD trainings for the last three years <b>(4 points)</b>	3 – Initiated at least 3 timely and relevant needs-based GAD trainings such as Gender Sensitivity Trainings, Gender Audit Tools, Gender Planning and Budgeting and other related and relevant GAD trainings for the last three years <b>(6 points)</b>	4 – Initiated at least 4 timely and relevant needs-based GAD trainings such as Gender Sensitivity Trainings, Gender Audit Tools, Gender Planning and Budgeting and other related and relevant GAD trainings for the last three years <b>(8 points)</b>	5 – Initiated at least 5 timely and relevant needs-based GAD trainings such as Gender Sensitivity Trainings, Gender Audit Tools, Gender Planning and Budgeting and other related and relevant GAD trainings for the last three years <b>(10 points)</b>
<b>GAD Expertise &amp; Leadership</b> <b>(10 points)</b>  School served as Learning Facilitators/Resource Persons/Trainers/Participants in GAD-related trainings,	<ul style="list-style-type: none"> <li>• Letter of Invitation (for Resource Person)</li> <li>• Certificate of Recognition/ Appreciation/ Participation</li> <li>• Issuance authorizing participation</li> </ul>	1 - School GFPS member served as participant in GAD-related trainings, seminars, and conferences in District Level; head writer in district level <b>(points)</b>	2 – School GFPS member served as participant in GAD-related trainings, seminars, and conferences in Division Level; co-writer in division level <b>(4 points)</b>	3 – School GFPS member served as participant in GAD-related trainings, seminars, and conferences in Regional Level or co-writer in regional level	4 – School GFPS member served as participant in GAD-related trainings, seminars, and conferences in National Level or co-writer in National level	5 – School GFPS member served as Learning Facilitator/Resource Person/Trainer in GAD-related trainings, seminars, and conferences in other Districts



seminars, and conferences or IEC writer for the last three school years	<ul style="list-style-type: none"> <li>• Photo Documentation ----</li> <li>• Certification as a Writer</li> </ul> <p>Sample IEC output</p>			<p><b>OR</b></p> <p>School GFPS member served as Learning Facilitator/Resource Person/Trainer in GAD-related trainings, seminars, and conferences in other Schools Within the District</p> <p><b>(6 points)</b></p>	<p><b>OR</b></p> <p>School GFPS member served as Learning Facilitator/Resource Person/Trainer in GAD-related trainings, seminars, and conferences with the District</p> <p><b>OR</b></p> <p>IEC head writer in division level</p> <p><b>(8 points)</b></p>	<b>(10 points)</b>
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**C. Programs, Projects, and Activities (30 points)- This pillar evaluates the quality and relevance of the school's GAD programs and advocacy efforts.**

Criteria	MOVs	Indicators				
		Level 1 (Foundational)	Level 2 (Developing)	Level 3 (Established)	Level 4 (Advanced)	Level 5 (Exemplary)
3.1 Gender-Responsive Instruction <b>(5 poits)</b>	<ul style="list-style-type: none"> <li>• Lesson Plans/Learning Plans with GAD integration</li> </ul>	10% or more of teachers integrated GAD into the lesson as evidenced by the	20% or more of teachers integrated GAD into the lesson as evidenced by the	30% or more of teachers integrated GAD into the lesson as evidenced by	40% or more of teachers integrated GAD into the lesson as evidenced by	(10 pts) 50% or more of teachers integrated GAD into the lesson as evidenced by the

	<ul style="list-style-type: none"> <li>Classroom Observation Notes or Tools (e.g., COT forms) with GAD indicators</li> <li>Samples of locally developed, gender-responsive instructional materials (IMs)</li> </ul>	<p>lesson plans and sample IM's</p> <p>(1 point)</p>	<p>lesson plans and sample IM's</p> <p>(2 points)</p>	<p>the lesson plans and sample IM's</p> <p>(3 points)</p>	<p>the lesson plans and sample IM's</p> <p>(4 points)</p>	<p>lesson plans and sample IM's</p> <p>(5 points)</p>
<p><b>IEC &amp; Advocacy Activities</b></p> <p><b>(10 points)</b></p>	<ul style="list-style-type: none"> <li>Samples of any quality-assured IEC materials (e.g., pamphlets, posters, digital graphics, videos, articles in the school paper).</li> <li>Proof of reproduction and/or dissemination (e.g., photos of posted</li> </ul>	<p>Produces and disseminates at least <b>one (1)</b> GAD IEC material (e.g., a tarpaulin for an event).</p>	<p>Develops and disseminates at least <b>three (3)</b> distinct IEC materials. A GAD Corner is physically established to display materials.</p>	<p>Maintains a <b>Functional GAD Corner</b> (organized, updated, and accessible) with at least <b>four (4)</b> distinct types of IEC materials available.</p>	<p>Develops a variety of IEC materials <b>AND</b> conducts at least <b>two (2)</b> distinct GAD <b>advocacy campaigns</b> (e.g., symposia, contests, workshops) during the year.</p>	<p>Implements a strategic GAD advocacy program that is <b>innovative or has a wide reach</b> (e.g., uses social media or the school publication in the dissemination of GAD-related IEC/advocacy materials, involves community</p>

	<p>materials, online posts thru the School or Campus Journalism/Publication page, receiving copies).</p> <ul style="list-style-type: none"> <li>• For GAD Corner: Photos, inventory of materials, and/or a visitor logbook.</li> <li>• For Advocacy Campaigns: Project proposals, accomplishment reports, photos/videos of events.</li> </ul>					partners) and is supported by <b>five (5) or more</b> distinct IEC materials.
<p><b>PPA Implementation &amp; M&amp;E</b></p> <p>Number of programs and/or projects</p>	<ul style="list-style-type: none"> <li>• Approved GAD Plan and Budget</li> <li>• GAD Accomplishment Report</li> </ul>	75-80% of the PPAs reflected in the GPB for the last three fiscal years were implemented <b>(7 points)</b>	81-85% of the PPAs reflected in the GPB and AR for the last three fiscal years were implemented <b>(9 points)</b>	86-90% of the PPAs reflected in the GPB for the last three fiscal years were implemented <b>(11 points)</b>	91-96% of the PPAs reflected in the GPB for the last three fiscal years were implemented <b>(13 points)</b>	96-100% of the PPAs reflected in the GPB for the last three fiscal years were implemented <b>(15 points) ]</b>



<p>mainstreamed with gender perspective or addressing a gender issue/GAD mandate that were formulated and implemented.</p> <p>Observance of international, national or local events (e.g International Women's Month and children's Month etc.) <b>(15 points)</b></p>						
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**D. Enabling Mechanism (20 points)- This pillar examines the institutional structures that support and sustain GAD mainstreaming.**

Criteria	MOVs	Indicators				
		Level 1 (Foundational)	Level 2 (Developing)	Level 3 (Established)	Level 4 (Advanced)	Level 5 (Exemplary)
<b>GFPS &amp; Protective Mechanisms Functionality (15 points)</b>	<ul style="list-style-type: none"> <li>Approved school memoranda creating the GFPS, Child Protection Committee (CPC), and Committee on Decorum and Investigation (CODI).</li> <li>Certificates of training/orientation for committee members.</li> <li>Minutes of meetings with attendance sheets.</li> <li>Approved flowchart of the VAWC/GBV referral system.</li> <li>Documentation of coordination with Barangay/LGU</li> </ul>	<p>The GFPS, Child Protection Committee (CPC), and Committee on Decorum and Investigation (CODI) are formally <b>established or reconstituted</b> via a school memorandum.</p> <p><b>(7 points)</b></p>	<p>Committee members have <b>undergone orientation or training</b> on their roles and relevant laws (e.g., Safe Spaces Act, Anti-Bullying Act).</p> <p><b>(9 points)</b></p>	<p>The GFPS, CPC, and CODI <b>meet regularly</b> (at least twice a year) to discuss plans and activities, with minutes of meetings as evidence.</p> <p><b>(11 points)</b></p>	<p>The GFPS, Child Protection Committee (CPC), and Committee on Decorum and Investigation (CODI) are formally <b>established or reconstituted</b> via a school memorandum <b>AND</b> the school has an <b>approved and disseminated referral pathway</b> or flowchart for handling cases of violence, bullying, and harassment, making the reporting</p> <p><b>(15 points)</b></p>	<p>The GFPS, Child Protection Committee (CPC), and Committee on Decorum and Investigation (CODI) are formally <b>established or reconstituted</b> via a school memorandum <b>AND</b> The referral pathway is <b>fully functional</b>, which includes evidence of <b>coordination with external partners</b> like the local barangay (VAW Desk) or MSWDO for case management.</p> <p><b>(15 points)</b></p>

	(e.g., minutes, communication letters).				process clear and accessible.  <b>(13 points)</b>	
<b>GAD Research/ Innovation (5 poits)</b>	<ul style="list-style-type: none"> <li>Certificate of Completion and Implementation of Research with Research Abstract/ Certificate of Completion Innovation</li> </ul>	Submitted Research/ Innovation Proposal to the appropriate Division Committee <b>(1 points)</b>	Research/ Innovation proposal is approved by the appropriate Division Committee/s <b>(2 points)</b>	Research /Innovation is on data gathering stage/ implementation of intervention, innovation, and strategies <b>(3 points)</b>	Research/ Innovation with Certificate of Completion but not implemented, and disseminated <b>(4 points)</b>	Research/ Innovation with Certificate of Completion and implemented, and disseminated <b>(5 points)</b>