



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

August 16, 2021

**REGIONAL MEMORANDUM**

No. **000454**, s. 2021.

**REQUEST FOR PARTICIPANTS TO THE CONSULTATIVE MEETING WITH ESSD AND  
SGOD REGARDING THE DEPED CHILD PROTECTION UNIT  
(CPU) STRATEGIC PLAN**

To: Schools Division Superintendents  
School Governance and Operations Division (SGOD) Chiefs  
Division Child Protection Coordinators  
All Others Concerned

- Attached herewith is a Memorandum from the Office of the Undersecretary for Field Operations, Palarong Pambansa Secretariat and DEACO on the Request for Participants to the Consultative Meeting with ESSD and SGOD Regarding the DepEd Child Protection Unit (CPU) Strategic Plan.
- The objectives, target participants, schedule of activities and registration link are stipulated in the attached Memorandum.
- For more information and queries, Mr. Emmanuel P. Firmo, Jr., Project Development Officer of the region can be reached at 090152627003 (globe) and 09463845606 (smart) or email at [essd.region8@deped.gov.ph](mailto:essd.region8@deped.gov.ph).
- Immediate dissemination of and strict compliance with this Memorandum are desired.

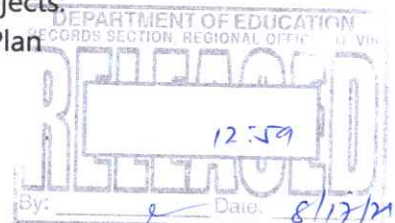
  
**MA. GEMMA MERCADO LEDESMA**  
Regional Director

Enclosures: Child Protection Unit's Strategic Framework

References: DepEd Memorandum dated August 11, 2011 from Undersecretary Escobedo

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

ESSD and SGOD                      CPU                      Strategic Plan  
ESSD-DRRM-EPP






Republic of the Philippines  
**Department of Education**  
OFFICE OF THE UNDERSECRETARY

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**MEMORANDUM**

**TO :** ALL REGIONAL DIRECTORS  
ALL OTHERS CONCERNED

**FROM :**   
ATTY. REVSEE A. ESCOBEDO  
Undersecretary  
Field Operations, Palarong Pambansa Secretariat, and DEACO

**SUBJECT :** REQUEST FOR PARTICIPANTS TO THE CONSULTATIVE MEETING WITH ESSD AND SGOD REGARDING THE DEPED CHILD PROTECTION UNIT (CPU) STRATEGIC PLAN

**DATE :** August 11, 2021

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Pursuant to DepEd Order No. 003, s. 2021, dated January 15, 2021, titled *Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education*, the Office of the Undersecretary for Field Operations, Palarong Pambansa Secretariat, and DEACO has been mandated to supervise the Child Protection Unit (CPU) and oversee the implementation and formulation of policies and guidelines on child protection.

The newly formed Child Protection Unit conducted a 4-day virtual strategic planning workshop with the staff and specialists from the development sector, namely UNICEF and Social Watch Philippines. This workshop produced the document titled **Comprehensive Strategic Plan on Child Protection in Schools and other Learning Environments for 2022-2024**.

Primarily, the Strategic Plan seeks to provide strategic guidance and direction to the Child Protection Unit on the implementation, monitoring, and evaluation of relevant programs, projects, and activities.

In view of this, the CPU will be conducting a Consultative Meeting on **August 19, 2021 at 1:30 PM – 4:30 PM** via MS Teams, to present the Strategic Plan and to solicit inputs from the Education Support Services Division (ESSD) and School



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Governance and Operations Division (SGOD) being the lead offices for Child Protection in the Regional and Division level, respectively.

With this, we would like to invite representatives from the ESSD and SGOD offices to attend the consultative meeting and request for your endorsement to ensure the participation of key officers from the said offices.

Kindly refer to the allocation below on the requested participants/representatives:

<b>REGION</b>	<b>DIVISION</b>	
<b>ESSD – One (1) Representative per Region</b>	<b>SGOD – One (1) Representative per Division)</b>	
Region I	Pangasinan Ilocos Sur La Union	Pangasinan II Ilocos Norte
Region II	Batanes Isabela Quirino	Cagayan Nueva Vizcaya
Region III	Aurora Pampanga Tarlac	Bataan Nueva Ecija Zambales
Region IV-A	Batangas Laguna Rizal	Cavite Quezon
Region IV-B	Marinduque Occidental Mindoro Oriental Mindoro	Palawan Romblon
Region V	Albay Camarines Sur Masbate	Camarines Norte Catanduanes Sorsogon
Region VI	Aklan Capiz Negros Occidental	Antique Iloilo
Region VII	Bohol Negros Oriental	Cebu Siquijor
Region VIII	Eastern Samar Northern Samar Northern Leyte	Leyte Samar (Western)
Region IX	Zamboanga del Norte Zamboanga del Norte Zamboanga Sibugay	
Region X	Bukidnon Lanao del Norte Misamis Occidental	Camiguin Misamis Oriental
Region XI	Davao de Oro	Davao del Norte



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	Davao Occidental Davao Oriental	Davao del Sur
Region XII	Cotabato Saranggani South Cotabato Sultan Kudarat	
Region XIII	Agusan del Norte Surigao del Norte Dinagat Islands	Agusan del Sur Surigao del Sur
Cordillera Administrative Region (CAR)	Abra Benguet Kalinga	Apayao Ifugao Mt. Province
National Capital Region (NCR)	Caloocan Manila Mandaluyong City Quezon City Pasay City Parañaque City	

For prompt coordination and efficient facilitation of the discussion of the Strategic Plan, it is requested that all ESSD and SGOD participants submit the following:

**A. Participant Registration (by August 17, 2021)**

1. Through this Google link: <https://forms.gle/okm4pCv4qMeER6sh9>
2. List of participants to be sent to [cpu@deped.gov.ph](mailto:cpu@deped.gov.ph) (see attached document Annex A – List of Participants)

**B. Comments on the CPU Strategic Plan Framework (by August 18, 2021)**

to be sent to [cpu@deped.gov.ph](mailto:cpu@deped.gov.ph) (see attached document - Annex A)

Meeting link and other details will be sent directly to the DepEd email of the confirmed attendees prior to the scheduled consultation.

Thank you very much.





Department of Education  
Child Protection Unit

# *Child Protection Unit's Strategic Framework*

(Annex B)



**Background:** Pursuant to DepEd Order No. 003, s. 2021, entitled “*Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education,*” the Office of the Undersecretary for Field Operations, *Palarong Pambansa* Secretariat, and DEACO is mandated to supervise the **Child Protection Unit (CPU)** and oversee the implementation and formulation of policies and guidelines on child protection. Due to the inception of the CPU, the newly formed unit conducted a **strategic planning workshop** which resulted in this **Strategic Framework on Child Protection in Schools and other Learning Environments**.

**Instruction Guide:** Kindly provide your comments on the CPU’s Strategic Framework in the space provided. In giving comments, please keep in mind the duties and responsibilities of your office as stated in D.O. 40, s. 2012, otherwise known as the Child Protection Policy, viz:

#### **Section 5. Regional Offices**

The Regional Offices shall have the following duties and responsibilities:

- A. Encourage and support advocacy campaigns and capability building activities on the prevention of child abuse, violence, exploitation, discrimination, bullying and other forms of abuse, promotion of positive and non-violent discipline, conflict resolution and peer mediation;
- B. Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report to the Undersecretary for Legal and Legislative Affairs;
- C. Monitor and evaluate the implementation and enforcement of this Department Order by the Schools Division Offices such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;
- D. Exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations; and
- E. Give recommendations to the Central Office on the policies, programs, and services, to address and prevent cases of child abuse, exploitation, violence and discrimination, bullying and other acts of abuses, consistent with this Department Order.

## **Section 6. Division Offices**

The Division Offices shall have the following duties and responsibilities:

- A. Conduct the information-dissemination activities and in-service training for teachers on the protection of children in school from abuse, violence, exploitation, discrimination, bullying or peer abuse and other related cases;
- B. Undertake advocacy campaigns and capability building activities to enable the schools to do the following:
  - Apply positive and non-violent discipline;
  - Formulate and implement guidelines and procedures to emphasize the role of all stakeholders and other persons in the prevention and reporting of cases of bullying; and
  - Provide conflict resolution or peer mediation, including referral to appropriate service providers, if needed;
- C. Organize and conduct the capacity building activities for members of the Child Protection Committee and Guidance Counselors/Teachers; including, but not limited to the identification of students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
- D. Develop strategies to address the risk factors that contribute to the commission of acts of abuse, violence, exploitation, discrimination, and bullying;
- E. Consolidate the reports on incidents and cases of all schools and submit a Division Report to the Regional Office;
- F. Monitor and evaluate the implementation and enforcement by public and private schools of this Department Order and such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;
- G. Exercise disciplinary jurisdiction where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education Administrative Cases and other existing laws, rules and regulations;
- H. Give recommendations to the Regional Office and devise measures to address and prohibit abuse, exploitation, violence and discrimination, and bullying or peer abuse of children, consistent with this Department Order;
- I. Utilize resources, coordinate with appropriate offices and other agency or instrumentality for such assistance as it may require in the performance of its functions;
- J. Encourage and support activities and campaigns initiated by stakeholders; and
- K. Perform such other functions, as may be assigned by the Secretary or the Regional Director.



May we also request that you name the file following this format Name\_RO \_\_ / SDO \_\_\_\_-Comments on Strat Framework (ex: Juan Delacruz\_RO III-Comments on Strat Framework or Juan Delacruz\_SDO Bataan-Comments on Strat Framework) before sending it to [cpu@deped.gov.ph](mailto:cpu@deped.gov.ph)

**Definition of Terms:**

- **Outcomes-** These are the pre-conditions of the desired goal.
- **Outputs-** These are the pathways to change. It has an “IF and THEN” relation to the OUTCOMES. For example:  
“IF teachers practice discipline in education (output 1), THEN children’s rights are upheld, promoted, and protected by all school communities and exercised by learners (outcome 1).”
- **Interventions-** These are the specific steps to be undertaken by the CPU, in partnership with stakeholders, in order to achieve the desired goal. For example: capacity buildings, provision of child protection services, orientation of parents regarding Child Protection policies of the Department.

**“ANNEX B”**

Child Protection Unit’s Strategic Framework

**NAME:** \_\_\_\_\_

**DESIGNATION:** \_\_\_\_\_

**OFFICE:** \_\_\_\_\_

**REGION/DIVISION:** \_\_\_\_\_

**GOAL:** Learners in the Philippines, especially the most disadvantaged, are protected from violence online and offline at home, in schools, and in communities where their right to quality and inclusive education; the rights to health, protection, participation are respected, protected, promoted and fulfilled.

**OUTCOME 1.** Children’s rights are upheld, promoted, and protected by all school communities and exercised by learners.

INTERVENTIONS	INDICATOR/DEFINITION	BASE-LINE (2020)	TARGET (2024)	Timelines			Comments
				2022	2023	2024	
<b>RESULTS</b>							
Output 1: Teachers practice positive discipline in education.							
DepEd interventions on practice of positive discipline in school and an action plan to operationalize recommendations	Complete report and recommendations based on results of impact evaluation of DepEd interventions on practice of positive discipline in school	No report and recommendations yet	100% of DepEd Interventions reviewed and assessed	100% of DepEd Interventions (until 2021) reviewed and assessed	All interventions from 2021-2022 reviewed and assessed	-	

Enforcement of the recommendations based on the results of the impact evaluation of DepEd interventions on practice of positive discipline in school	Full enforcement of at least 70% of the recommendations based on the results of the impact evaluation of DepEd interventions on practice of positive discipline in school	0	At least 70% of recommendations are fully enforced	-	-	At least 70%	
Conduct of trainings/workshops for teachers on positive discipline	No. of conducted trainings/workshops for teachers on positive discipline per year and per school district	Baseline to be established	One per year	1 training	1 training	1 training	
<b>RESULTS</b>							
Output 2: Teachers and children are able to cope with stressful situations and are able to access quality child protection services.							
Coordination with other units re review of modules on psychosocial support for children and teachers	No. of units coordinated with	Baseline to be established	All units related to/responsible for psychosocial support for children and teachers coordinated	All units	All units	All units	

Incorporate revisions in modules based on recommendations	Number of modules revised	0	with All modules revised	50%	80%	All	
Establish local referral pathways and mapping of available child protection services in DepEd and operationalize recommendations	No. of local networks creating a complete directory	Baseline to be established	Complete directory	Complete directory	N/A	N/A	
	Complete flowchart of local referral process.	No available local referral process flowchart	Complete flowchart	Complete flowchart	N/A	N/A	
Conduct training of trainers on psychosocial first aid and other coping mechanisms	No. of trainers trained	To be established	Two to three trainers per region trained	Two to three trainers per region trained	N/A	N/A	
Conduct training of teachers and members of CPCs	No. of teachers and members of CPCs trained.	To be established	All teachers and CPC members	N/A	All teachers	N/A	
Provide learners with child protection services	Percentage of learners provided with child protection	To be established	100% of learners received CP services			100% of learners	

	services.							received quality CP service	
Improve provision of mental health support for learners in coordination with group of guidance counselors	Improvement of providing mental health support for learners.	Weak mental health support for learners	Stronger mental health support for learners	Improved mental health support for learners <sup>1</sup>	Improved mental health support for learners	Stronger mental health support for learners	Improved mental health support for learners	Stronger mental health support for learners	
<b>RESULTS</b>									
<b>Output 3: Teachers and children are equipped with knowledge and skills in children's rights, child protection, inclusive education, online and offline safety skills.</b>									
Review of curriculum	Report and recommendations	0 Integration of CP in curriculum	Inclusion of CP related policies in curriculum	Proposed plan on integration of CP policies in curriculum	Action Plan for CP related policies integration	CP related policies included in the curriculum			
Review of CP related policies' integration with curriculum									
Operationalization of DO 40, s. 2012 and its supplemental policy	Approved and disseminated supplemental policy on DO 40, s. 2012	Supplemental policy DO 40 not yet issued	Supplemental DO policy being implemented in all schools	Supplemental policy issued and operationalized.	N/A	N/A			

<sup>1</sup> After monitoring and evaluation

Teacher training - pushing for integration of CP in teacher training	No. of teacher training programs Reports on CP program implementation.	0 trainings for integration of CP in teacher training	Integration of CP in teacher training	Proposed plan on how to integrate CP in teacher training	CP being integrated in teacher training	CP integrated in teacher training
<b>RESULTS</b>						
<b>Output 4: Learners are actively participating in school governance.</b>						
Training on meaningful child participation in school governance	No. of schools trained on how to ensure participation of learners in school.	0	100% of schools trained	60%	100%	N/A
Inclusion of child representatives in school governance	No. of schools with at least one child representative in school governance.		All schools have child representatives in school governance		60% of schools	All schools
Consideration of children's feedback re policies affecting them/Inclusion of child representatives in policy-making	No. of policies put in place/revised with consideration of children's comments/feedback.	0	100% of revised policies considered children's comments / feedback	35%	70%	100%

**GOAL:** Learners in the Philippines, especially the most disadvantaged, are protected from violence online and offline at home, in schools, and in communities where their right to quality and inclusive education; the rights to health, protection, participation are respected, protected, promoted and fulfilled.

**OUTCOME 2. Preventive and protective environment for children, especially the most disadvantaged, to reduce/prevent online and offline violence at home, school, and communities**

**Supply Side**

INTERVENTIONS	INDICATOR/ DEFINITION	BASE-LINE (2020)	TARGET (2023)	Timelines			Comments
				2022	2023	2024	
<b>RESULTS</b>							
Output 1- Schools and Communities, particularly the teaching and non-teaching staff, and community leaders, are aware of the Child Protection (CP) Issues/Programs/Policies.							
Development and distribution of IEC materials on CP policy and programs	# of IEC materials developed for social media, TV, and print	To be established (there are existing)	1 set of materials per school	100% development	100% implementation	evaluation	
Orientation for parents of learners on CP policy and programs	# of parents and teachers reached in the distribution of IEC materials.	To be established	160 parents	100% planning	100% implementation	evaluation	

**RESULTS**

Output 2: A functional Child Protection Network is in place in schools to manage CP cases for the protection of children and promotion of their rights.

Formation and Capacity building of CPCs	# of CPCs established and trained.	To be established	_ no. of Schools Heads trained on formation/reinforcement of CPC	100% planning and implementation	evaluation	
Conduct of planning workshops for CPCs	# of planning workshops conducted.	To be established	2 workshops	100% planning and implementation	evaluation	
CPU monitoring and evaluation of CPC functionality	# of monitoring and reporting tool created.	To be established		100% planning/development	100% implementation	evaluation

**RESULTS**

Output 3: Schools and Communities have reporting helpline, services and facilities available to children to address CP Issues.

Reporting, managing and monitoring of VAC cases	# of VAC cases reported, managed, referred, and monitored.	To be established	Increased reports managed and monitored	100% planning and 100% implementation	Monitoring and evaluation	
Training of CPCs on how to report, manage, and monitor VAC cases	# of trainings conducted.	To be established	1 Training workshop	100% planning and 100% implementation	Monitoring and evaluation	



Coordination/Partnership with the LGU and the community	# of Coordinating Units created.	To be established	To be established	To be established	100% planning and 100% implementation	Monitoring and evaluation	
<b>RESULTS</b>							
<b>Output 4: Schools and Communities have designated focal personnel with appropriate skills to address CP Issues.</b>							
Creation of plantilla items for CPU personnel up to regional, division, and school level	# of plantilla items created and funded.	COS (high turnover rate)	26 personnel	100% planning	100% hiring	Monitoring and evaluation	
Designation of focal and dedicated person for CP with corresponding reduction of load to accommodate CP duties and responsibilities at the Regional, Division, and School level	# of designated focal and dedicated personnel based on DepEd ratio.	Teacher who has other teaching loads	1 focal per SDO	100% planning	100% designation	Monitoring and evaluation	

**GOAL:** Learners in the Philippines, especially the most disadvantaged, are protected from violence online and offline at home, in schools, and in communities where their right to quality and inclusive education; the rights to health, protection, participation are respected, protected, promoted and fulfilled.

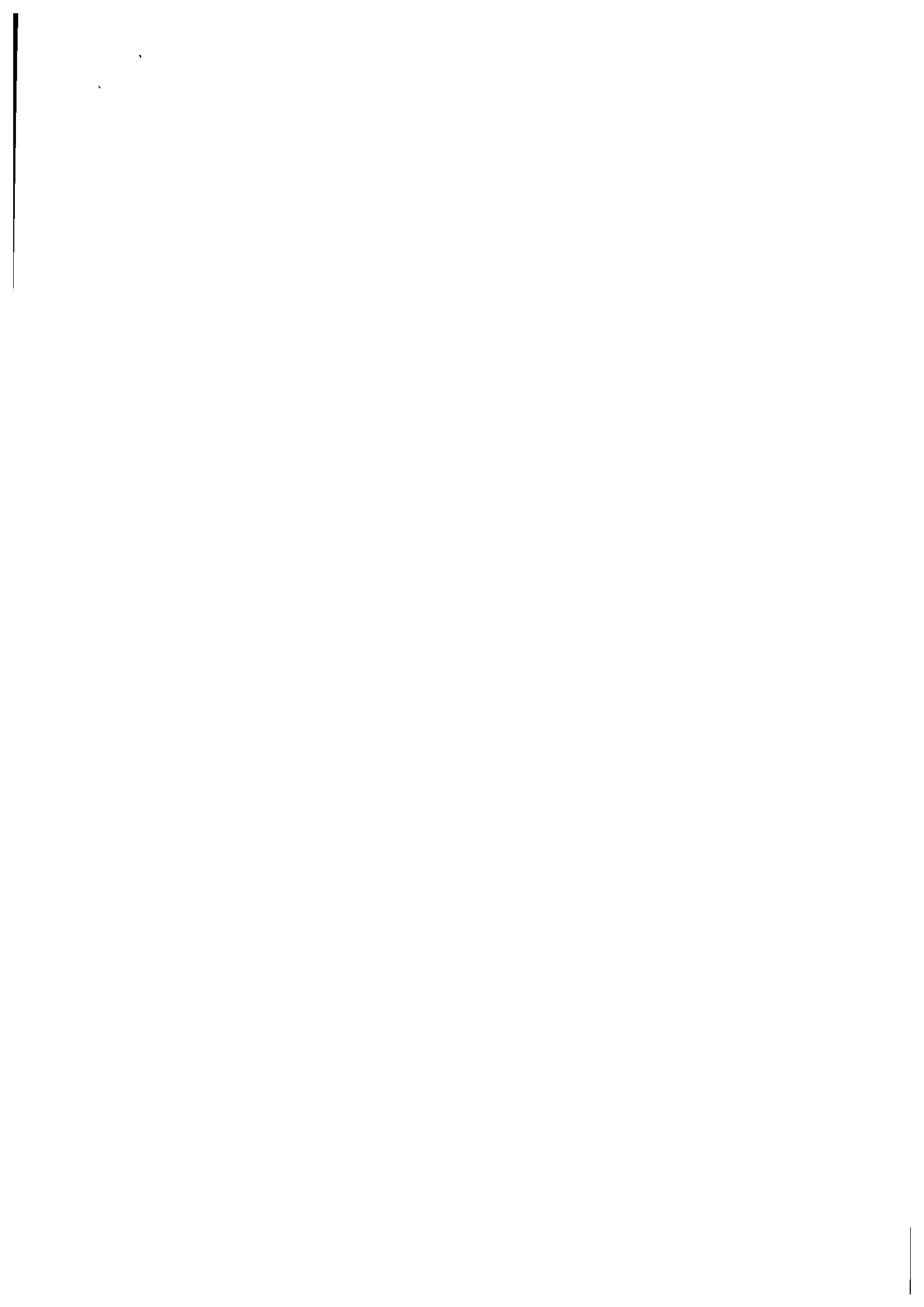
**OUTCOME 3.** DepEd has supportive and functional child protection structures, enabling policies that are standardized, implemented, monitored, and evaluated in all levels of governance, and adequately resourced.

INTERVENTIONS	INDICATOR/ DEFINITION	BASE- LINE (2020)	TARGET (2024)	Timelines			Comments
				2022	2023	2024	
<b>RESULTS</b> Output 1: CPU and CPC structures are fully functional.							
Capacity building for CPU staff and CP designated Focal persons (Region ESSD, Division SGOD, School administrators , guidance counsellors and other possible members of CPC)	# of personnel trained on CP in education at CO/Region/Division/Schools		xxx	CPU/REG /Div reps	xx	xx	
	# of TOT conducted			x	x	x	
	# of CPU Recognized Trainers for CP in Education.	2022					
	# of NTOT Trainings Conducted						

<p>Policy support reiterating establishment Of CPC in Schools and indicating the standards and functions of the CPC, its roles and responsibilities and the required implementation, monitoring and reporting systems in place.</p>	<p>Policy Order signed.</p>								
<p>Implement an advocacy and communications plan to increase awareness of the mandate of CPU and DO. 3 series of 2021</p>	<p>Communication Plan Developed and Established.</p>								
<p>Adoption of measuring tool on functionality of CPCs in schools</p>									
<p>Adoption of a costed implementation and monitoring plan</p>	<p># of Com activities</p>								
<p>Costing study on functionality of CPC in schools</p>									
<p style="text-align: center;"><b>RESULTS</b></p> <p style="text-align: center;">Output 2: CP policies are standardized, understood, measured and are implemented in all levels of DepEd governance.</p>									

Implement an advocacy and communications plan to increase awareness on roles and responsibilities of the CPC as per DO 12, s 2012 and DO 55 s. 2013	Communication plan developed.	2022	2023						
Include Orientation on the Global CP Laws, National CP laws and plans, and CPU roles and responsibilities and DepEd									
Inclusion of CPC and Child Protection measures in School Improvement Plans, and other regular school planning activity and reporting systems.	# of capacitated school administrators.	2023							
<ul style="list-style-type: none"> <li>▪ Utilization of opportunities to enhance CP Issue Awareness</li> <li>• i.e celebration of holidays, awareness weeks,</li> </ul>									

<ul style="list-style-type: none"> <li>Establishment of Annual Child Protection Champions 3 Star Seal Awards (similar to three star assessment for WINS for child protection efforts)</li> </ul>	Developed Guidelines for School Awarding System																				
<b>RESULTS</b>																					
<b>Output 3: CP data is collected, analysed, monitored, and evaluated to influence programme implementation, policy, planning, and budgeting processes.</b>																					
<ul style="list-style-type: none"> <li>Create a mechanism for collecting, analyzing, and monitoring data.</li> </ul>	Monitoring tool/s created to collect, analyze and monitor.	2021	2022	xxx	xxx	xxx	xxx	xxx													
<ul style="list-style-type: none"> <li>Capacitate CPU personnel across governance levels in CPU data information Systems, data collection and analysis.</li> </ul>	Quality assured tools # of CP Personnel capacitated	2022	2022	xxx	xxx	xxx	xxx	xxx													



<ul style="list-style-type: none"> <li>Development of for CPU Management Systems:             <ol style="list-style-type: none"> <li>CP data IMS (contains confidential CPC reports and status of DepEd implementation of CPC including budget implications) This also includes categorizing available CPC reports submitted to CPU since 2012 for proper</li> <li>CP Capacity Building Registry Systems (Records all DepEd online and offline personnel trained, and information on performance during training)</li> <li>CPU Training Management Courses</li> </ol> </li> </ul>	<p>CPU IMS developed</p>	<p>2021</p>					
	<p>CP Training Registry developed.</p>	<p>2022</p>					
	<p># of CP Training Course Modules developed</p>	<p>2022</p>					

**RESULTS**

Output 4: Adequate budget and resources are allocated and utilized to support functionality of CP structures and increasing capacity of teaching and non-teaching personnel to help foster a caring and protective learning environment

<ul style="list-style-type: none"> <li>Develop a 3 year strategic plan anchored on expected outputs to serve as basis for annual budget plan of CPU</li> </ul>	<p>2021</p>	<p>2024</p>	<p>xxx</p>	<p>xxx</p>	<p>xxx</p>	<p>xxx</p>	
<ul style="list-style-type: none"> <li>3 Year Strategic Framework Developed</li> </ul>	<p>2022</p>	<p>2022, 2023, 2024</p>	<p>xxx</p>	<p>xxx</p>	<p>xxx</p>	<p>xxx</p>	
<ul style="list-style-type: none"> <li>Annual WFP developed and submitted on time.</li> </ul>							
<ul style="list-style-type: none"> <li>Submit to DBM proposal for institutionalization of CPU with staff plantilla item complement not only of CO, but also at PDO items at level of Regions and Divisions</li> </ul>	<p>2021</p>	<p>2021</p>	<p>xxx</p>	<p>xxx</p>	<p>xxx</p>	<p>xxx</p>	