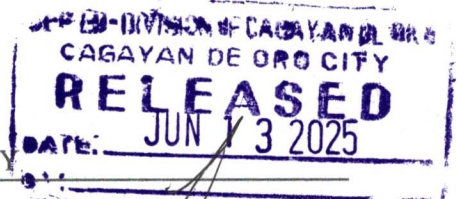




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

10 June 2025

DIVISION MEMORANDUM
No. 460 s.2025

**REITERATION OF STRICT COMPLIANCE
WITH DEPED ORDER NO. 55, S. 2013, TITLED IMPLEMENTING RULES
AND REGULATIONS (IRR) OF RA NO. 10627, OTHERWISE KNOWN AS
THE ANTI-BULLYING ACT OF 2013**

TO: Assistant Schools Division Superintendent
Chief Education Program Supervisors, SGOD & CID
Public Schools District Supervisors & Education Program Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. For the information and guidance of all concerned attached is **Regional Memorandum No. 178, s. 2025** regarding the above-captured subject, to prevent and address peer-to-peer abuse in schools, content of which is self-explanatory.
2. Relative to this, *the Office directs all school heads* to ensure strict adherence in operationalizing the **Child Protection Committee**. Further, all schools are instructed to utilize the attached **CPC Functionality Assessment Tool** to:
 - a. Provide concrete indicators to measure the functionality of the CPC in schools;
 - b. Capture the specific status of the CPCs in five areas of work; and
 - c. Serve as basis and direction for the assistance from DepEd Central Office, Regional Division Office, and Schools Division Office.
3. For further inquiries and technical assistance, you may reach the Division Learner Rights and Protection Desk (LRPD) through (088) 328-2142 or depedcdo.hotline@gmail.com.
4. Immediate and wide dissemination to this Memorandum is desired.

ROY ANGELO E. GAZO
Schools Division Superintendent

DM-050-SGOD-SMN-AMSF/Reiteration of DO 55, s. 2013
June 10, 2025

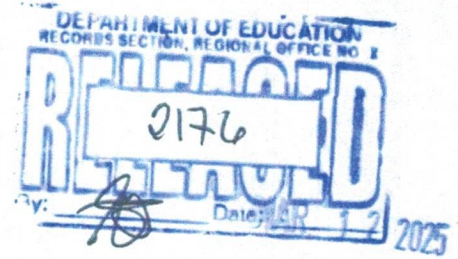


Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (088) 855-0044, (088) 855-0047, (088) 328-2142
Email Address: cagayandeoro.city@deped.gov.ph
Website: <https://depedcdo.net/>

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Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO



March 10, 2025

REGIONAL MEMORANDUM
No. 178, s. 2025

REITERATION OF STRICT COMPLIANCE WITH DEPARTMENT
OF EDUCATION (DEPED) ORDER No. 55, S. 2013, TITLED IMPLEMENTING
RULES AND REGULATIONS (IRR) OF REPUBLIC ACT (RA) No. 10627,
OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013

To: Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned

1. This issuance refers to the attached **DepEd Memorandum DM- OUPS-2025** dated February 21, 2025, regarding the **Implementing Rules and Regulations (IRR) of Republic Act No. 10627** otherwise known as the **Anti-Bullying Act of 2013** to prevent and address peer-to-peer abuse in schools.
2. This reiteration of D.O No. 55, s. 2013 is in line with the Department's strong commitment to upholding, safeguarding, and advancing the learners' rights. Hence, all concerned officials and personnel in the schools and divisions must comply with the implementation of preventive programs and follow the protocols for handling and reporting bullying incidents.
3. Please see the attached Memorandum from the Office of the Undersecretary for Operations for complete details.
4. This Office directs the immediate and wide dissemination of this Memorandum.


DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ATCH.: As stated
To be indicated in the Perpetual Index
under the following subjects:

ANTI-BULLYING POLICY

ESSD/Niel



Address: DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City
Telephone No: (088) 881-3137
Email Address: region10@depd.gov.ph
Website: r10.deped.gov.ph

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Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

MEMORANDUM

DM-OUOPS-2025-__-__

TO : ALL REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC AND PRIVATE EDUCATION ELEMENTARY AND
SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : 
MALCOLM S. GARMA
Assistant Secretary, Officer-In-Charge,
Office of the Undersecretary for Operations


DR. DEXTER A. GALABAN
Assistant Secretary for Operations

SUBJECT : REITERATION OF STRICT COMPLIANCE WITH DEPARTMENT OF
EDUCATION (DEPED) ORDER No. 55, s. 2013, TITLED
IMPLEMENTING RULES AND REGULATIONS (IRR) OF REPUBLIC
ACT (RA) No. 10627, OTHERWISE KNOWN AS THE ANTI-
BULLYING ACT OF 2013

DATE : February 21, 2025

The Department issued DepEd Order (D.O.) No. 55, s. 2013 or the "Implementing Rules and Regulations (IRR) of Republic Act No. 10627 otherwise known as the Anti-Bullying Act of 2013," to prevent and address peer-to-peer abuse in schools.

This reiteration of D.O. No. 55, s. 2013 is in line with the Department's strong resolve to respect, protect, fulfill, and promote the rights of our learners. Hence, all concerned Officials and personnel are reminded to comply with the implementation of preventive programs and to observe the protocols for handling and reporting bullying incidents.

Preventive Mechanisms

On the preventive component, Section 6 of D.O. No. 55, s. 2013 mandates all public and private schools to implement programs applicable to all students regardless of the level of risk or vulnerability to bullying. The following are examples of prevention programs:

(1) **School-wide initiatives centered** on positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships, and the understanding of and respect for individual differences; conduct of activities for students, school personnel, and service providers on how to recognize and respond to bullying; and coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders

(2) **Classroom-level initiatives** that focus on reinforcing school-wide rules pertaining to bullying; building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving; and teaching positive online behavior and safety and how to recognize and report cyber-bullying.

(3) **Involving parents in bullying prevention activities**, such as discussions of the anti-bullying policy of the school during Parents-Teachers Association meetings and seminars; and conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.

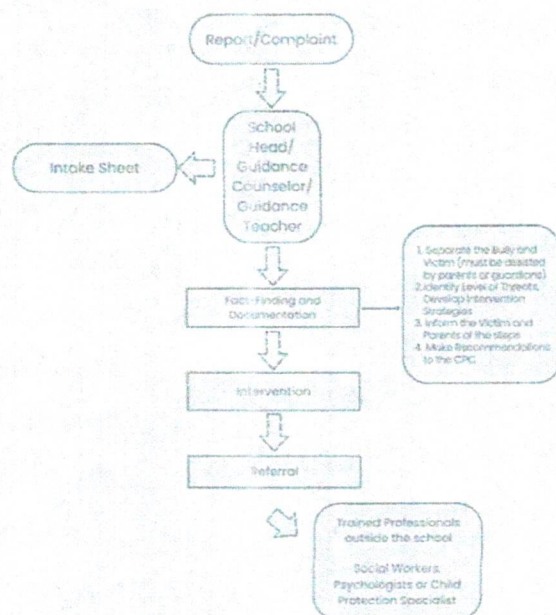
(4) **Monitoring students** who are vulnerable to committing aggressive acts, who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention.

Responsive Mechanisms

In the event that bullying takes place, all school personnel or anyone who witnesses the incident shall stop the altercation through following the **"immediate response"** under Section 10(B)(a) of D.O. No. 55, s. 2013, viz:

- a. Stopping the bullying or retaliation immediately
- b. Separating the students involved;
- c. Removing the victim or, in appropriate cases, the bully or offending student, from the site;
- d. Ensuring the victim's safety, by:
 1. Determining and addressing the victim's immediate safety needs; and
 2. Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.
- e. Bringing the bully to the Guidance Office or the designated school personnel.

Further, Section 10(B) also mandates the victim, bystanders (witnesses), or school personnel who have information about a bullying incident to report the same to the teacher, guidance coordinator or counselor, or any person designated to handle bullying incidents.



The teacher, guidance coordinator or counselor, or any person designated to handle bullying incidents shall accomplish the Intake Sheet. Thereafter, the school head calls the attention of the parents of the children involved.

The school head or the person designated to handle bullying incidents shall then proceed to Fact Finding and Documentation by interviewing the learners involved separately to determine the levels of threats and develop intervention strategies. During this phase, the school head or the person designated to handle bullying incidents shall inform the learners involved and their parents of the steps to be taken to prevent any further acts of bullying or retaliation and make appropriate recommendations to the Child Protection Committee (CPC) on proper interventions, referrals, and monitoring. The CPC shall determine the appropriate intervention programs for the victim, the bully, and bystanders while the school head shall ensure that these are provided to them.

The school head or the Child Protection Committee may refer the victims and the bully to trained professionals outside the school such as social workers, guidance counselors, psychologists, or child protection specialists, for further assessment and appropriate intervention measures.

The victim, bystanders (witnesses, or any school personnel who wishes to report any bullying incident may also report to the Learners' Helpline by calling #33733 (#DepEd), (02) 8632-1372, 0945-175-9777 or via e-mail at weprotectlearners@deped.gov.ph, and by submitting important details to the DepEd website through <https://www.deped.gov.ph/contact-us-2/>.

Aside from the actual reporting of the bullying incident, this Memorandum reiterates Section 13 of D.O. No. 55, s. 2013, which mandates all schools to submit a copy of their anti-bullying policy and statistics on bullying and retaliation, viz:

Section 13. Reporting Requirement

All private and public kindergarten, elementary, and secondary schools shall **submit a copy of their child protection or anti-bullying policy** to the Division Office within six (6) months from the effectivity of this IRR. They shall submit to the Division Office within the first week of each school year a report on relevant **information and statistics on bullying and retaliation** from the preceding school year.

In addition to the requirements for an application for a permit to operate and/or recognition as prescribed by the existing rules of the Department, private schools shall submit a child protection or anti-bullying policy to the Regional Director. The Regional Director shall review the policy to ensure that it is consistent with the Act and this IRR. (emphasis supplied)

The Regional and Division Offices shall then ensure that the schools within their territorial jurisdiction monitor the strict implementation of this Policy in schools.

The Learner Rights and Protection Division (LRPD), as the lead Office in overseeing the implementation of the Anti-Bullying law and its IRR, shall provide technical assistance to the Regional and Division Offices.

For queries, you may reach the LRPD through email at lrpo@deped.gov.ph or by calling (02)8638-1782 or (02)8632-1372.

For immediate dissemination and compliance.

Guide to scoring based on number of YES responses
Summary Sheet

	Number of yes responses	Equivalent score	Reference guide for equivalent score based on count of YES responses				
			Stages of development of the CPC				
			1	2	3	4	5
1. Organization & Coordination							
a) Establishment or Reorganization of CPC			1-3	4-8	9-14	15-19	20-21
b) Coordination Mechanism			1-2	3-4	5-6	7-8	9
2. Policies & Guidelines:							
a) Child Protection policy & operational guidelines			1-2	3-6	7-9	10-13	14
3. Capacities and Resources							
a) Orientation/Capacity building activities for the CPC			1-2	3-4	5-6	7-9	10
b) Budget allocation for CPC operations and its financial sustainability			1-2	3-4	5-9	10-13	14
4. Service Delivery							
a) Prevention programs			1-2	3-4	5-6	7-9	10
b) Existence of quick response system for child protection			1	2-3	4-5	6	7
c) Referral system, case management, monitoring and documentation			1-2	3-4	5-9	10-13	14-15
d) Proactive identification and reporting of VAC cases (Early detection)			1	2-3	4-5	6	7
5. Accountability and Performance							
a) Availability and accessibility of statistical report on cases handled			1-2	3-5	6-7	8-11	12
b) Child participation in CPC planning, implementation and evaluation			1-2	3-7	8-10	11-13	14
c) CPC Monitoring and evaluation			1	2	3-4	5-6	7
Overall Score							

To generate the scores for each indicator, copy the corresponding total count of the indicator from the tool and plot them in the column on Number of YES responses. Then in the next column write the equivalent score for the number/count of YES responses using the reference guide in the succeeding columns. The equivalent score reflects the corresponding stage of development of the child protection committee ranging from Stage 1 to 5.

To generate the Overall Score add the equivalent score and divide by 12.

No. _____

School-Based Child Protection Committee Functionality Indicators Monitoring Tool

Name of School: _____
 Address: (Barangay, Municipality/City, Province) _____
 School ID: _____ Contact Number: _____
 District: _____ Division: _____ Region: _____
 Designation/Position: _____ Length of Service as CPC member _____

This is a self-assessment tool designed to monitor and help strengthen the child protection committee in the school/s in accordance with the Department of Education's Child protection and Anti-Bullying policy.

To answer the tool, put a check mark (✓) on the appropriate box/space: Yes, if the Indicator is met; No, if the indicator is not met; Not Sure if status of indicator is not known or is neither Yes nor No.

Findings will be based on the scores and their corresponding functionality level. These will also be the basis for the plan of action by the school and the assistance from the different levels of DepEd.

Functionality Indicators	Indicator is met:		
	YES	NO	Not Sure
1. ORGANIZATION AND COORDINATION			
a) Establishment/Reorganization of the Child Protection Committee (CPC)			
1. Immediate assistance on how to convene the CPC was sought.			
2. There is a list of CPC members			
3. Meeting with possible CPC members had been scheduled			
4. The orientation for identified CPC members had been scheduled.			
5. The CPC was organized and convened.			
6. CPC members were identified and their names posted in school			
7. Turnover of reports and other CPC documents to the new CPC was done			
8. New CPC members oriented on the functions and work of CPC			
9. CPC Members have identified and divided the tasks among themselves			
10. CPC has a clear organizational chart			
11. CPC members have reviewed its functions			
12. CPC members have analyzed the Child protection situation in the school			
13. CPC Holds quarterly meetings to discuss appropriate interventions/responses to school problems on bullying and child abuse cases, as well as updating on status of the CPC plan			
14. CPC has written orientation material/ guidebook for CPC members (printed/ digital)			
15. Each CPC member has a copy of the orientation material/guidebook (printed/ digital)			
16. CPC has a strategic goal or VMG and plan (3 years; and an annual plan with tasking based on a Child Protection situation analysis)			
17. 90-100% of planned meetings of the CPC are conducted			
18. 80%-100% of annual objectives/targets in plans accomplished			
19. CPC has clear mechanisms for ensuring protection of Children with disabilities			
20. CPC has integrated the responsibilities of CPC from DO 55 2013 (anti-bullying) and DO 18, 2015 restorative justice panel (RJP re CICLE) and other child protection policies of DepEd			
21. Has clear plans for strengthening the child protection system in school			

1.a TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
b) Coordination mechanisms				
1. Immediate assistance on how to develop coordination mechanism on child protection was sought.				
2. Has mapped out available resources in their community for possible linkages/networking for cases needing referrals				
3. Has identified specific areas of work for coordination/collaboration with other agencies or service providers				
4. Has informal or initial coordination arrangements for referral system with WCPD, LSWD, LHO, other agencies or non-government organizations				
5. Actively coordinates with the Schools District/ Division office				
6. Has formal coordination mechanism (e.g. MOA), with the LHO, WCPD, LSWD, private practice counselling (Psychiatrist, Psychologist) for the referral services.				
7. Actively coordinates with the Schools District/ Division office				
8. Has implemented cooperative/collaborative work				
9. Coordination mechanism for planning, implementation, monitoring and assessments have been formalized and functioning of this mechanism is reviewed and disseminated.				
1.b TOTAL COUNT				
2. POLICIES AND GUIDELINES				
a) Child Protection policy and operational guidelines				
1. Immediate assistance on how to draft the school-based child protection policy was sought				
2. Has identified the policy and program gaps and challenges that need to be addressed				
3. Has initiated meetings to review and craft the school-based child protection policy and code of conduct				
4. Has drafted the school-based child protection policy based on Department Order No. 40 series of 2012				
5. Draft Child Protection policy includes code of conduct for Learners, School administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities				
6. Draft code of conduct may have specific provisions to address potential risks to students				
7. Conflict resolution may be in practice				
8. School has a written school-based child protection and anti-bullying policy with a code of conduct for Learners, School administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities				
9. School has a conflict resolution mechanism that respects children's rights				
10. There are written procedures to guide the conduct of disciplinary proceedings in cases of offenses committed by pupils, students or learners				
11. School has a handbook/ manual on its school-based child protection and anti-bullying policy with a code of conduct and a plan to ensure child protection and safety, which is reviewed every 3 years				
12. School has a clear policy on the use of positive and non-violent discipline for children				
13. School has specific guidelines that ensure child protection for children with disabilities				
14. CPC integrates other Child protection policy related orders in this school-based CP policy.				

2.a TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
3. CAPACITIES AND RESOURCES				
a) Orientation and capacity building activities for the members of the CPC				
1. Seeks immediate assistance on how the CPC can develop an annual capacity building activities for its members				
2. CPC has identified capacity building needs of its members				
3. Initiated plans for capacity building needs which includes: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan				
4. Initiated plans and request for technical assistance or capacity building activities from DepEd, LGU, or CSO				
5. At least one CPC member participated in training for CPC conducted by the School District / Division Office/Central Office for roll out to other CPC members				
6. CPC has received training based on their capacity needs which may include: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan.				
7. Capacity building plan is partially implemented				
8. Capacity building plan is fully implemented and participated in by all CPC members				
9. Trainor's training conducted for CPC members				
10. CPC members capable of rolling out the training modules among teachers, administrators and non-teaching personnel				
3.a TOTAL COUNT				
b) Budget allocation for CPC operations and its financial sustainability				
1. Seeks immediate assistance on how to craft a budget for the CPC				
2. Has identified budgetary requirements for CPC operations				
3. Has initiated plans or requests for budget from LGU/LSB				
4. There is minimal allocation from the school MOOE				
5. LGU and/or LSB allocates some amount for the planned activities of the CPC				
6. Budgets allocated and utilized for hiring and training of Guidance counsellors for CPC work or In lieu of guidance counsellors, Teacher-guidance (graduates of psychology)				
7. Budgets allocated and utilized for the establishment of Room or Infrastructure for the CPC and a private interview/ counselling room				
8. Partial allocation for Capability building activities				
9. Partial allocation for Information Dissemination				
10. Partial allocation for Operations for service delivery				
11. CPC has secured budget allocation for its Strategic and annual plans in implementing the child protection policy based on its investment programming				
12. CPC plan and budget included in the school improvement plan and the Annual work and financial plan				
13. The School, PTA, LGU and LSB are coordinating to ensure budget allocation for the strategic and annual investment program of the CPC				
14. School is able to generate funds from external sources.				

3.b TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
4. SERVICE DELIVERY				
a) Prevention programs: Information dissemination program; and, Organizing activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse				
1.	Immediate assistance on how to develop an information dissemination program was sought.			
2.	There is some information on Child protection policy posted on the bulletin board in school			
3.	Has conducted meetings to flesh out the details and schedules of orientation on CP policy and other awareness raising activities on the policy			
4.	CPC conducts orientation of learners on the school's child protection and anti-bullying policy once during the school-year			
5.	CPC organizes activity/ies on child protection during children's month celebration			
6.	CPC conducts orientation sessions on the school's child protection policy for learners, school administrators, teachers, non-teaching staff			
7.	CPC conducts training among teachers and non-teaching staff on First Responder system and referral system for VAC incidents within the school			
8.	CPC able to roll out and implement the capability building program on child protection for learners, teachers, administrators, non-teaching staff			
9.	CPC has IEC materials (Handbook, Guidebook) on the child protection policy and disseminated these to the learners, teachers, parents, non-teaching staff			
10.	CPC monitors and evaluates the impact of the trainings and awareness raising activities			
4.a TOTAL COUNT				
b) Existence of quick response system for child protection				
1.	Seeks immediate assistance on how to develop a quick response system for CP			
2.	Meetings are conducted to develop the quick response system			
3.	In practice, witnesses call on the school principal or guidance counsellor for immediate response to an ongoing case			
4.	All school personnel are oriented on the quick response system			
5.	There is a written quick response system which is substantially implemented			
6.	All learners are oriented on the quick response system			
7.	Quick response system is implemented where teachers, administrators and non-teaching staff, are able to act as first responders.			
4.b TOTAL COUNT				
c) Referral system, case management and monitoring and documentation of cases				
1.	Seeks immediate assistance on how to establish a referral system			
2.	Seeks immediate assistance on how to conduct a case conference			
3.	The CPC is drafting a school-based referral and monitoring system to address child abuse and bullying cases.			
4.	Informal referral system in practice			
5.	Meetings with other agencies or service providers are conducted to discuss the referral system and case management			
6.	CPC has developed and is implementing a school-based referral and monitoring system to address child abuse and bullying cases			
7.	System is substantially implemented			
8.	At least 50% of incidents/cases of bullying and child abuse were managed according to quick			

response and referral system			
Functionality Indicators	Indicator is met:		
	YES	NO	Not Sure
9. At least 50% of bullying and VAC cases are documented			
10. At least 50% of cases/complaints can be tracked and immediate feed backing on status of case provided to concerned parties			
11. 100% of incidents/cases of bullying and child abuse were managed according to quick response and referral system			
12. 100% of bullying and VAC cases are documented			
13. 100% of cases/complaints can be tracked and immediate feed backing on status of case provided to concerned parties			
14. Documents are well kept and 0% violation of confidentiality			
15. Assistance provided to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions			
4.c TOTAL COUNT			
d) Proactive identification and reporting of VAC cases (Early detection)			
1. Seeks immediate assistance on how to develop a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
2. The CPC is drafting a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
3. Teachers, administrators, guidance counselors and non-teaching staff are trained on this system			
4. Teachers, administrators, guidance counselors and non-teaching staff are able to recognize and identify signs of abuse			
5. Identified cases are referred for appropriate action			
6. 90%-100% of recognized and reported possible cases of abuse are investigated.			
7. All identified cases are provided with appropriate intervention			
4.d TOTAL COUNT			
5. ACCOUNTABILITY AND PERFORMANCE			
a) Availability and accessibility of statistical report on cases handled			
1. Seeks immediate assistance on how to generate Data or Statistical reports on VAC cases handled by the CPC /School			
2. CPC finalizes intake sheets, other monitoring and reporting forms on VAC			
3. CPC sets schedules for the submission and consolidation of reports			
4. CPC fills up intake sheets, and other monitoring and reporting forms on VAC			
5. Submits consolidated reports on bullying and child abuse cases to the division office			
6. Data may be incomplete; Partial implementation of statistical reporting on VAC cases			
7. Substantial documentation and implementation of statistical reporting on VAC cases handled is done and is always updated			
8. Regularly submits updated consolidated reports on bullying and child abuse cases to the division office			
9. CPC is able to document VAC cases and responses and presents a situational analysis of VAC in school based on statistical report on VAC cases handled by the CPC.			
10. CPC Situation on VAC is discussed among teachers, guidance, administrators and non-teaching staff and parents of learners			
11. Situational analysis with statistical report is regularly submitted and discussed with the division office			
12. Situational analysis is also made available and accessible to the public			

5.a TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
b) Child participation in CPC planning, implementation and evaluation - Solicits feedback from learners				
1. Seeks immediate assistance on how to facilitate student participation in CPC activities				
2. Orientation on child participation is conducted for all CPC members				
3. There are initial plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities				
4. Plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities are finalized				
5. CPC provides information to all learners about how they can participate in the planning, implementation, and evaluation of CPC activities				
6. CPC creates safe spaces for child participation				
7. CPC encourages feedback from learners on the CPC activities informally				
8. CPC orients all learners about the child-friendly CPC functionality booklet				
9. CPC provides regular venue for learners and student bodies in the CPC planning, implementation and evaluation				
10. CPC conducts survey among learners on child protection in school				
11. Learners start using the CPC booklet				
12. Learners actively participate in the planning, including investment programming, implementation, monitoring and evaluation of the CPC plan				
13. CPC collects feedback from learners through the child-friendly CPC booklet				
14. CPC gives due weight to the learners' feedback (CPC considers and analyses the feedback)				
5.b TOTAL COUNT				
c) CPC Monitoring and evaluation				
1. Seeks assistance on how to monitor and evaluate the implementation of the child protection and/or anti-bullying policies				
2. CPC is drafting the monitoring and evaluation design and tools it will use				
3. All CPC members are oriented on the tools and their tasks relative to monitoring and evaluation				
4. CPC is using the tools				
5. CPC conducts assessment exercises				
6. 100% of learners affected by bullying and VAC are reporting and availing of the programs and services of the CPC				
7. 70%-100% of objective of Child protection strategic plan met				
5.c TOTAL COUNT				
GRAND TOTAL COUNT				
Comments				
Recommendations				



Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

MEMORANDUM

DM-OUOPS-2024-167

TO : All Regional Directors
All Schools Division Superintendents
All Learner Rights and Protection Focal Personnel
All Public and Private Secondary and Elementary Schools
All Others Concerned

FROM : 
ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations

SUBJECT : Dissemination of the Updated Child Protection Committee (CPC) Functionality Assessment Tool

DATE : August 5, 2024

This has reference to the Child Protection Committee (CPC) Functionality Assessment Tool.

Pursuant to DepEd Order No. 40, s. 2012,¹ all public and private elementary and secondary schools shall establish a Child Protection Committee (CPC), define their roles and responsibilities in safeguarding the rights and protection of learners.

By virtue of DepEd Order No. 3, s. 2021,² the Learner Rights and Protection Office (LRPO), formerly known as the Child Protection Unit (CPU), will coordinate the mechanisms to fully operationalize, implement, and coordinate the activities, relative to child protection. Further, the LRPO will ensure the establishment and functionality of the CPCs in schools.

To this end, the LRPO, as enclosed in this memorandum, is disseminating the updated CPC Functionality Assessment Tool. The tool is user-friendly and comprehensible, thereby improving the effectiveness of the CPCs.

¹ DepEd Order No. 40, s. 2012, "DepEd Child Protection Committee (CPC) Functionality Assessment Tool".

² DepEd Order No. 3, s. 2021, "Creation of Child Protection Committee (CPC) Functionality Assessment Tool".



CPCs, ensuring that they effectively fulfill their roles and responsibilities in protecting learners.

This tool aims to strengthen the CPCs with the following specific objectives:

- a. Provide concrete indicators to measure the functionality of the CPC in schools;
- b. Capture the specific status of the CPCs in five areas of work; and
- c. Serve as basis and direction for the assistance from DepEd Central Office, Regional Division Offices, and Schools Division Offices.

The following five areas of work represent the broad work areas of a CPC, each with specific sub-indicators:

1. Organization and Coordination;
 - a. Establishment or Reorganization of CPC
 - b. Coordination and Mechanism
2. Policies and Guidelines;
 - a. Child Protection Policy and Operational Guidelines
3. Capacities and Resources;
 - a. Orientation/Capacity-building Activities for the CPC
 - b. Budget Allocation for CPC operations and its financial sustainability
4. Service Delivery;
 - a. Prevention Programs
 - b. Existence of Quick Response System for Child Protection
 - c. Referral System, Case Management, and Monitoring and Documentation of Cases
 - d. Proactive Identification and Reporting of VAC Cases (Early detection)
5. Accountability and Performance
 - a. Availability and accessibility of statistical report on cases handled
 - b. Child Participation in CPC Planning, Implementation, and Evaluation
 - c. CPC Monitoring and Evaluation

The CPCs are then assessed based on these work areas and are given corresponding scores according to the level of functionality:

1. Not yet in place
2. Planning Stage
3. In Early Stages of Development
4. Partially Functional
5. Fully Functional

All concerned are instructed to utilize the new format of the CPC Functionality Assessment Tool and ensure its proper implementation and integration within their respective schools.

Should you have clarifications or concerns, and for further information, you may reach out through powered@gov.ph or call us at (02) 8638-1782.

[LRPO/MPDA]