

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Advisory No. **390** s. 2023
October 10, 2023

VENUE FOR THE CONDUCT OF GAD LEARNING ENGAGEMENT

1. This is in reference to the Regional Memorandum No. 1023 s., 2023, dated October 5, 2023, entitled *GAD Learning Engagement*, to be conducted on October 12 to 13, 2023.
2. Please be informed that the venue of the above-mentioned activity shall be at **EUROTEL North EDSA**, 49 Bulacan, Project 7, Quezon City.
3. For information and immediate dissemination.


WILFREDO E. CABRAL, CESO III
Regional Director

AD-2023-275



Misamis St., Bago Bantay, Quezon City

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5 October 2023

REGIONAL MEMORANDUM

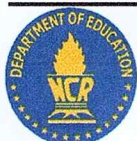
No. 1023, s. 2023

To: Functional Division Chiefs, Unit and Section Heads
Schools Division Superintendents
Division GAD Focal
All Others Concerned

GAD LEARNING ENGAGEMENT

1. In adherence to the issuance of **Memorandum Circular No. 2023-02** of the **Philippine Commission on Women** dated **September 11, 2023**, relative to the **preparation and submission of Fiscal Year 2024 Gender and Development (GAD) Plans and Budget**, the Human Resource and Development Division- National Educators Academy of the Philippines will conduct the above-captioned activity on **October 12-13, 2023** in a venue to be announced through an advisory.
2. This activity aims to provide technical assistance to the GFPS members of the Regional Office and 16 Schools Division Offices GAD Focal persons, in the preparation of FY 2024 GAD Plans and Budget (GPB). Furthermore, this activity will articulate the priority GAD Programs, Projects, and Activities (PPAs) of the Region, elicited from the result of the gender audit and needs analysis conducted by the respective divisions and offices.
3. Identified participants are requested to prepare and bring the following data:

RO Participants	Data Needed	SDO Participants	Data Needed
PPRD	-Sex Disaggregated Data (SDD) of Schools Leaders, Teachers, and Learners	SDO GAD Focal	-Signed GMEF Assessment Result with MOVs - SDO Sex Disaggregated Data (SDD)



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	-Proposal of Big-Ticket Program, Project, or Activity		-Gender needs analysis report -GAD PAPs M & E Report -Proposal of Big-Ticket Program, Project, or Activity
ASD	-SDD of RO and SDO Non-Teaching and Teaching-Related Personnel -Proposal of Big-Ticket Program, Project, or Activity		
Finance	Budget allocation for RO and per SDO with corresponding computation of the 5% GAD Budget Allocation -Proposal of Big-Ticket Program, Project, or Activity		
QAD	-GAD PPAs M & E Report -Proposal of Big-Ticket Program, Project, or Activity		



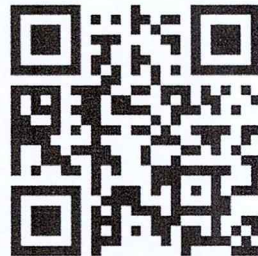


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HRDD	-Gender Audit and Needs Analysis -RO GFPS Training Needs Analysis - Submitted GMEF Result Update -Proposal of Big-Ticket Program, Project, or Activity		
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4. All **GFPS officials and members** (from the Regional Office, SDOs, and Schools) and **Public School District Supervisors** are requested to **access and answer** the **GAD Training Needs Analysis (TNA)** link below:

<https://bit.ly/2023-GAD-TNA>



5. Attached are the following documents:
- Indicative Program of Activity
 - List of Participants
 - GAD Plans and Budget (GPB) Template
 - GAD Accomplishment (GAR) Template
 - HGDG Tool for Education
6. Immediate dissemination and strict compliance with this Memorandum are desired.


WILFREDO E. CABRAL, CESO III
Regional Director



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Enclosure 1

Indicative Program of Activity

Time	Activities	In Charge
Part I September 28, 2023 (Virtual) 3:00pm-5:00pm	Special GAD Pocket Meeting	GAD Secretariat
Part II October 6, 2023 (Online)	Training Needs Analysis	
Part III October 12-13, 2023		
Day 1 - October 12, 2023		
8:00am-8:30am	Registration	SDO Quezon City
8:30am-9:00am	Preliminaries -Prayer -Statement of Purpose -Welcome Remarks -Message	SDO MUNTIPARLAS Rhea B. Eden EPS, HRDD-NEAP Regional GAD Focal Person Hajji R. Palmero CES, HRDD-NEAP Head GAD Secretariat Wilfredo E. Cabral, CESO III Regional Director Chair, Regional GFPS
9:00am-10:30am	Overview of PCW Memorandum Circular No. 2023-02 Workshop 1: Challenges Encountered	Leah Ailah C. Vicencio EPS II, HRDD-NEAP RO Alternate GAD Focal Rhea B. Eden EPS, HRDD-NEAP Regional GAD Focal Person
10:30am-12:00nn	Harmonized Gender and Development Guidelines Workshop 2: HGDG Tool for Education PAWIM Project Proposal Template	Mariel Eugene L. Luna EPS, SDO Muntinlupa Facilitator Leah Ailah C. Vicencio EPS II, HRDD-NEAP



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		RO Alternate GAD Focal
12:00nn-1:00pm	LUNCH	
1:00pm-3:00pm	Workshop 3: HGDG Tool vs Project Proposal Presentation of Sample Proposal Workshop 4: Evaluation of Project Proposal using HGDG Tool	Rhea B. Eden EPS, HRDD-NEAP Regional GAD Focal Person Mariel Eugene L. Luna EPS, SDO Muntinlupa Facilitator
3:15pm-5:00pm	Presentation of Data	Regional Office GFPS PPRD ASD QAD 16 SDO GAD Focal Persons
Day 2 - October 13, 2023		
8:00am-8:15am	Preliminaries	SDOs CAMANAVA
8:15am-10:30am	Budget Allocation for RO and 16 SDOs Completion of GAD Plans and Budget and Identified Gender Issues for 2023 Workshop 5: Thematic Identification of Gender Issues based on data presented Formulation of Cause of Gender Issue Workshop 6: Thematic Identification of Gender Issues based on data presented	Finance Leah Ailah C. Vicencio EPS II, HRDD-NEAP RO Alternate GAD Focal RO SDOs
10:30am-12:00nn	Workshop 7: Accomplishment of GPB Columns 1-4	



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	Presentation and Finalization	
12:00nn-1:00pm	LUNCH	
1:00pm-3:30pm	GAD Accomplishment Report	
3:30pm-4:00pm	Closing Program	SDOs Pasay, Makati, and San Juan



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Enclosure 2

LIST OF PARTICIPANTS FOR GAD LEARNING ENGAGEMENT
October 12-13, 2023

No.	Name	Position/Designation	Office/SDO
1	Ruth Abegail B. Licong	PDO I	Caloocan
2	Cryzl L. Yu	SEPS-HRD	Las Pinas
3	Raynan R. Marcelo	SEPS-HRD	Makati
4	Elvira V. Villanueva	EPS-SGOD	Malabon
5	Jemelle T. Medina	EPS II-HRD	Mandaluyong
6	Mary Antonette T. Buñag	SEPS-HRD	Manila
7	Richelle Guevarra	PDO II	Marikina
8	Mariel Eugene L. Luna	EPS - CID	Muntinlupa
9	Lucia G. Angel	EPS	Navotas
10	Leonora J. Nofuente	PSDS	Parañaque
11	Bernardita A. Perez	EPS-SGOD	Pasay
12	Ernesto D. Ylasco	SEPS-HRD	Pasig
13	Angelyn B. Malabanan	SEPS-HRD	Quezon City
14	Danica Mae D. Rivera	EPS II-HRD	San Juan
15	Victoria R. Landicho	EPS-CID	TaPat
16	Alma M. Escobia	SEPS-HRD	Valenzuela
17	Elsa P. Mariano	AO V	Regional Office
18	Andrew E. Tan	EPS	Regional Office
19	Joan R. Pedroche	PDO IV	Regional Office
20	Gina L. Cruz	SEPS Detailed	Regional Office
21	Romar Roentgen I. Balanao	Accountant II	Regional Office
22	Emelina M. Barrera	AO V	Regional Office
23	Melody N. Jolo	Admin. Aide IV	Regional Office
24	Germa F. Constantino	AO V	Regional Office
25	Nerissa Z. Lauan	Planning Officer III	Regional Office
26	Rowena S. Ontangco	EPS	Regional Office
Program Management Team (PMT) and Process Observers			
27	Hajji R. Palmero	CES	Regional Office
28	Rhea B. Eden	EPS	Regional Office
29	Leah Ailah C. Vicencio	EPS II	Regional Office
30	Jennifer G. Medina	EPS II	Regional Office
31	Jerol C. De Lira	Admin. Assistant III	Regional Office
32	Regional Office COA Representative		
33	Central Office Representative		
34	Central Office Representative		
35	Central Office Representative		



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Attribution								
TOTAL								

Noted by:

Reviewed by:

Approved by:

Date

Attributed Programs								
TOTAL								

Submitted by:

Reviewed and Noted by:

Approved by:

Date:



GAD CHECKLIST FOR DESIGNING AND EVALUATING EDUCATION PROJECT

Dimension and Question (Column 1)	Response (Column 2)			*Score for an item/element (Column 3)	Result or Comment (Column 4)
	No 2a	Partly 2b	Yes 2c		
Project identification and planning					
1.0 Participation of women and men in project identification (max score: 2; for each question, 0.67)					
1.1 Has the project consulted women and men on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 Collection of sex-disaggregated data and gender-related information prior to project design (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					
3.0 Conduct of gender analysis and identification of gender issues (see box 3) (possible scores: 0, 1.0, 2.0). Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender issues that the project must address?					
Project design					
4.0 Gender equality goals, outcomes, and outputs (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men as students, parents, teachers, or administrators? (possible scores: 0, 0.5, 1.0)					
4.2 Does the project have gender equality outputs or outcomes? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.0 Matching of strategies with gender issues (max score: 2; for each item, 1)					
5.1 Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities? (see examples in the text) (possible scores: 0, 0.5, 1.0)					
5.2 Do the project activities build on women's and men's knowledge and skills? (possible scores: 0, 0.5, 1.0)					
6.0. Gender analysis of the designed project (max score: 2)					
6.1 Gender division of labor (max score: 0.67; for each question, 0.22)					
6.1.1 Are families in the target community reliant on the work of girls or boys for income? IF SO: Will flexible education schedules help females or males fit in their other tasks? (possible scores: 0, 0.11, 0.22)					
6.1.2 Does the project offer opportunities (through curricula, instructional materials, role models) for expanding roles of women and men, girls and boys, at home and in the community, economy, and society? (possible scores: 0, 0.11, 0.22)					
6.1.3 Has an assessment been made of the education and training needs of both females and males? (possible scores: 0, 0.11, 0.22)					
6.2 Access to and control of resources (max score: 0.67; for each question, 0.22)					
6.2.1 Does the project ensure that opportunities for training and scholarships that may be provided are equally accessible to women and men, girls and boys? To different categories of females and males					



(rural/urban, ethnic groups)? (possible scores: 0, 0.11, 0.22)					
6.2.2 Is information about educational opportunities readily available to females and males? (possible scores: 0, 0.11, 0.22)					
6.2.3 Have all methods of education delivery been considered? (possible scores: 0, 0.11, 0.22)					
6.3 Constraints (max score: 0.67; for each item, 0.33)					
6.3.1 Has the project addressed any time and distance constraint so that girls and boys could attend class? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project considered the financial costs of participation that may restrict attendance of females or males? (possible scores: 0, 0.17, 0.33)					
7.0 Monitoring targets and indicators (possible scores 0,1.0,2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
-Net enrolment or school participation rate -Passing rate for female and male students (NEAT, NSAT, HSRT) -Participation in training and similar project activities, by type of training or activity -Employment generated by the project					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/NCRFW/ government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in the thickly bordered cells.)					

Interpretation of the GAD Score	
0 - 3.9	GAD is invisible in the project (proposal is returned).
4.0 - 7.9	Proposed project has promising GAD prospects (proposal earns a "conditional pass," pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).
8.0 - 14.9	Proposed project is gender-sensitive (proposal passes the GAD test).
15.0 - 20.0	Proposed project is gender-responsive (proponent is commended)

Corresponding Budget for the Year of the Program that may be Attributed to the Agency GAD Budget

No attribution

G
P
B

Formula:
HGDD Score = 20 x 100% x Program Budget

Sample Computation:
Project Budget: 2M
HGDD Score: 8

Project Attributable Budget:
8/20 x 100% x 2M = Php 800,000