



ISABELA STATE UNIVERSITY  
GENDER RESOURCE  
RESEARCH AND  
DEVELOPMENT CENTER

Regional GAD Research Learning Center

and



# GAD EXECUTIVE BRIEFING



TRAINING DESIGN AND  
TRAINING MANUAL



By:

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2025

# TRAINING DESIGN

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**Title:** Cauayan City - Empowering Governance Through Gender and Development (GAD) Mandates

**Theme:** *Fostering Gender-Responsive Leadership: Strengthening Gender Sensitivity in Education and Governance*

**Proposed Date:** March 18, 2025

**Venue:** ICONIC HOTEL, San Fermin, Cauayan City

**Participants:** Local government officials, department heads, Gender and Development (GAD) focal persons, and Civil society organizations (CSOs) and community leaders.

**Lead Trainer:** Dr. Jhamie Tetz I. Mateo

## Training Facilitators:

Eva A. Caingat, GRRDC Associates

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## INTRODUCTION

The training titled "Cauayan City - Empowering Governance Through GAD Mandates" aims to equip local government officials and stakeholders with the necessary knowledge and tools to implement gender-responsive policies and programs. This initiative aligns with the commitment to achieving Sustainable Development Goals (SDGs), particularly SDG 5: Gender Equality and SDG 16: Peace, Justice, and Strong Institutions.

## RATIONALE

One of the major challenges in gender mainstreaming within the City of Cauayan is the low level of participation of key officials in GAD-related initiatives and their limited appreciation of the value of gender mainstreaming in policy-making. This lack of engagement has hindered the effective implementation of gender-responsive governance.

Recognizing this gap, the Cauayan City - Empowering Governance Through GAD Mandates training was conceptualized to enhance the knowledge and commitment of local officials in mainstreaming gender perspectives in governance. Furthermore, this training is designed as a strategic move to improve the City's GeRL assessment score, aligning with its vision of becoming one of the Philippine Commission on Women (PCW) GAD-Certified Local Learning Hubs.

## **GENERAL OBJECTIVE**

This training generally aims to (1) Strengthen knowledge on Gender and Development (GAD) principles and mandates, (2) Equip participants with tools for implementing gender-responsive policies and programs, and (3) Foster collaboration among stakeholders in promoting GAD initiatives at the local level.

## **OUTCOME-BASED OBJECTIVES**

By the end of the training, participants must be able to:

1. Discuss the fundamental concepts of GAD and its role in governance.
2. Evaluate their organization's compliance with the Gender Responsive LGU (GeRL) Assessment Tool and utilize the results in policy formulation and implementation.
3. Assess their organization's compliance with the GFPS Functionality Assessment Tool (GFAST).
4. Develop action plans for integrating GAD strategies in their respective offices.

## **METHODOLOGY**

To ensure an engaging and effective learning experience, the training will employ the following methodologies:

1. **Lecture-Discussion** - Presentation of GAD key concepts, integration in local governance, and available tools.
2. **Case Studies** - Analysis of real-life gender mainstreaming scenarios.
3. **Interactive Workshop** - Group activities and exercises for practical application of GAD principles.
4. **Assessment Tools** - Hands-on exercises using the **GeRL Tool** and **GFAST**.
5. **Open Forum and Reflection** - Discussion on challenges, best practices, and future plans.

## **EXPECTED OUTPUTS**

At the end of the training, participants are expected to have:

1. Increased awareness and understanding of GAD mandates among LGU officials.
2. Enhanced capacity in utilizing GAD assessment tools.
3. Development of localized action plans for gender-responsive governance.

## **PRE-WORK/POST REQUIREMENTS**

### **Pre-Work**

- Submission of organizational gender audit reports (if applicable).

- Review of existing GAD plans, GAD Code and GAD Agenda.

### **Expected Outputs**

- Increased knowledge of participants on GAD mandates.
- Initial assessment reports using the GeRL Tool and GFAST.
- Drafted action plans for GAD mainstreaming in their respective offices.

### **Post Requirements:**

- Submission of post-training evaluation forms.
- Follow-up monitoring of the application of GAD tools in local governance.

## **OUTLINE/PROGRAM FOR THE EXECUTIVE BRIEFING**

<b>Time</b>	<b>Activity</b>	<b>Facilitator/Resource Person</b>	<b>Expected Output</b>
8:00 AM – 8:30 AM	Registration of Participants	Secretariat	List of registered participants
8:30 AM – 8:40 AM	Opening Remarks	Hon. Leoncio A. Dalin, Jr. (City Vice-Mayor)	Opening of the training and acknowledgment of key attendees
8:40 AM – 9:00 AM	Message from DILG	Engr. Corazon D. Toribio, CESO V (Provincial Director)	LGU's commitment to GAD initiatives reaffirmed
9:00 AM – 9:20 AM	Message from the City Mayor	Hon. Caesar S. Dy, Jr. (City Mayor)	Endorsement of GAD policies at the city level
9:20 AM – 10:30 AM	Session 1: Basic GAD Concepts and Local Governance	<b>Dr. Jhamie Tetz I. Mateo (GAD Expert)</b>	Participants gain foundational understanding of GAD in governance
10:30 AM – 12:00 PM	Session 2: Introduction to GeRL Tool	<b>Dr. Jhamie Tetz I. Mateo (GAD Expert)</b>	Participants learn to assess gender mainstreaming initiatives using the GeRL Tool
12:00 PM – 1:00 PM	Lunch Break	-	-
1:00 PM – 2:30 PM	Session 3: GAD Local Learning Hub	<b>Dr. Jhamie Tetz I. Mateo (GAD Expert)</b>	Understanding of the role of local learning hubs in GAD mainstreaming
2:30 PM – 3:45 PM	Session 4: GFPS Functionality Assessment Tool	<b>Ms. Psyche Mae A. Asencio (GAD Expert)</b>	Participants assess their LGUs using

	(GFAST)Assessment Tool		GFAST and identify gaps
3:45 PM – 4:30 PM	Session 5: Interactive Workshop and Case Studies	Facilitators	Hands-on experience in addressing gender issues and policy formulation
4:30 PM – 5:00 PM	Closing Remarks & Awarding of Certificates	Organizers	Recognition of participants and commitment to GAD mainstreaming

## EXPECTED OUTCOMES

At the end of the GAD Executive Briefing, participants will:

### 1. Enhanced Awareness and Commitment to GAD

- Local government officials and employees will have a deeper understanding of GAD principles and mandates, increasing their commitment to gender-responsive governance.

### 2. Improved Capacity in GAD Assessment and Implementation

- Participants will gain practical knowledge on the **GeRL Assessment Tool** and **GFPS Functionality Assessment Tool (GFAST)**, allowing them to evaluate their organization's current gender mainstreaming efforts.

### 3. Strengthened Integration of GAD in Local Governance

- The training will help LGUs align their policies and programs with national GAD mandates, including **RA 9710 (Magna Carta of Women)** and the **PCW's GAD Certification for Local Learning Hubs**.

### 4. Development of Gender-Responsive Action Plans

- Participants will draft initial action plans for mainstreaming GAD in their respective offices, ensuring that policies and projects integrate gender perspectives.

### 5. Stronger Multi-Stakeholder Collaboration

- The training will foster partnerships among LGU's stakeholders, civil society organizations (CSOs), and community leaders to sustain GAD initiatives.

## EXPECTED KEY TAKEAWAYS

### 1. Understanding of GAD in Governance

- Participants will grasp the significance of GAD in local governance, recognizing how gender-responsive policies contribute to **inclusive and equitable public service delivery**.

## **2. Application of GAD Assessment Tools (GeRL & GFAST)**

- They will learn to **effectively apply the GeRL Tool and GFAST** to assess their organization's gender mainstreaming progress and identify areas for improvement.

## **3. Significance of Local Learning Hubs for GAD**

- LGU representatives will understand the requirements for establishing **GAD-Certified Local Learning Hubs**, making Cauayan City a model for other municipalities.

## **4. Practical Strategies for Gender-Responsive Policy Development**

- Participants will gain insights into **best practices and case studies** on integrating GAD into local policies and programs.

## **5. Commitment to Action: Drafting and Implementing GAD Plans**

- The training will equip participants with the ability to **develop actionable GAD plans**, ensuring sustainability and compliance with GAD mandates.

## **6. Networking and Shared Learning**

- LGUs, national agencies, and CSOs will have a platform to exchange **challenges, success stories, and strategies** for improving GAD mainstreaming.

### **PRE-TRAINING ACTIVITIES**

#### **NEEDS ASSESSMENT QUESTIONNAIRE**

A 20-item Needs Assessment Questionnaire will be administered to gauge participants' baseline understanding of gender sensitivity and identify gaps that the training should address.

#### **GENDER SENSITIVITY ASSESSMENT MATRIX**

##### **A. Awareness and Knowledge on Gender Sensitivity**

<b>Item No.</b>	<b>Assessment Question</b>	<b>Response Scale</b>
1	How familiar are you with the concept of gender sensitivity?	<input type="checkbox"/> 1 (Not familiar) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Very familiar)
2	Have you attended gender sensitivity training before?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	How well do you understand laws related to gender sensitivity, such as the Safe Spaces Act (RA 11313)?	<input type="checkbox"/> 1 (Not familiar) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Very familiar)

4	How interested are you in learning more about gender-sensitive education?	<input type="checkbox"/> 1 (Not interested) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Very interested)
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### B. Perception of Gender Sensitivity in the Workplace/Institution

Item No.	Assessment Question	Response Scale
5	Do you believe gender biases exist in your workplace or educational institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	How often do you encounter gender-related issues in your work/school?	<input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
7	Have you experienced or witnessed gender discrimination in your workplace/institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	Have you encountered gender-based violence or harassment in your workplace/institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9	Do you think gender stereotypes affect professional or academic opportunities in your institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
10	How would you rate the level of gender sensitivity among your colleagues/peers?	<input type="checkbox"/> 1 (Not sensitive) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Very sensitive)

### C. Institutional Gender Policies and Support

Item No.	Assessment Question	Response Scale
11	Does your institution have gender-responsive policies in place?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
12	How effective are existing gender-sensitive policies in your institution?	<input type="checkbox"/> 1 (Not effective) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Highly effective)
13	Are gender issues considered in your	<input type="checkbox"/> Yes <input type="checkbox"/> No

	institution's policies and decision-making?	
14	How inclusive is your institution in terms of gender representation in leadership roles?	<input type="checkbox"/> 1 (Not inclusive) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Very inclusive)
15	How accessible are gender-related support services (e.g., grievance desk, legal assistance) in your institution?	<input type="checkbox"/> 1 (Not accessible) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Very accessible)

#### D. Capacity to Advocate and Address Gender Sensitivity

Item No.	Assessment Question	Response Scale
16	How confident are you in addressing gender-sensitive issues?	<input type="checkbox"/> 1 (Not confident) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Very confident)
17	What challenges do you face in implementing gender-sensitive policies?	<input type="checkbox"/> Lack of awareness <input type="checkbox"/> Resistance from colleagues <input type="checkbox"/> Limited resources <input type="checkbox"/> Absence of policies <input type="checkbox"/> Others (Specify): _____
18	What specific topics would you like this training to cover?	_____
19	Do you believe this training will improve your ability to advocate for gender sensitivity?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
20	What additional actions do you think your institution should take to promote gender sensitivity?	_____

#### DIAGNOSTIC AND SUMMATIVE ASSESSMENT

A 20-item multiple-choice Pre-Test and Post-Test will be conducted to assess participants' knowledge before and after the training.

#### PRE- AND POST-TESTS

**INSTRUCTIONS:** Encircle the letter of the answer that corresponds to your choice.

#### Category 1: Gender Concepts and Sensitivity

1. What is gender sensitivity?
  - a) Awareness of gender differences
  - b) Promoting one gender over another

- c) Ignoring gender disparities
2. What is gender equity?
- a) Equal treatment regardless of differences
  - b) Providing resources based on needs
  - c) Making policies gender-neutral

**Answer:**

3. What is gender mainstreaming?
- a) Integrating gender into policies and programs
  - b) Creating gender-exclusive spaces
  - c) Ensuring equal pay
4. What is gender-based violence?
- a) Physical harm based on gender identity
  - b) Verbal abuse directed at any individual
  - c) Equal representation in leadership roles

5. What is gender bias?
- a) A preference for one gender over another
  - b) Equal treatment of all genders
  - c) Providing gender-sensitive workspaces

## **Category 2: Gender Laws and Policies**

6. Which law addresses gender-based harassment in the Philippines?
- a) RA 9710
  - b) RA 11313
  - c) RA 9262
7. What does the Magna Carta of Women (RA 9710) aim to achieve?
- a) Prioritize men's rights
  - b) Promote women's rights and gender equality
  - c) Limit gender policies
8. What is the Safe Spaces Act (RA 11313) designed to do?
- a) Promote gender-based harassment
  - b) Protect individuals from gender-based harassment in public and online spaces

c) Exclude women from leadership roles

9. Which international framework promotes gender equality?

- a) CEDAW
- b) SDG 5
- c) Both a and b

10. What is the importance of gender-responsive budgeting?

- a) Allocates resources based on gender needs
- b) Focuses only on women's financial requirements
- c) Reduces salaries for men to balance wages

### **Category 3: Workplace and Institutional Gender Sensitivity**

11. Why is gender sensitivity training essential in workplaces?

- a) Helps eliminate workplace discrimination
- b) Reinforces traditional gender roles
- c) Excludes men from gender-related discussions

12. What is the role of leadership in gender equality?

- a) Implementing policies that promote gender inclusivity
- b) Prioritizing male leadership roles
- c) Discouraging gender participation in decision-making

13. How can institutions promote gender sensitivity?

- a) By enforcing gender stereotypes
- b) By providing gender-fair policies and training
- c) By excluding men from gender discussions

14. Why is gender-inclusive education important?

- a) It reduces gender disparities in learning
- b) It limits subjects to gender-specific topics
- c) It discourages gender participation

15. What is one effective way to eliminate gender stereotypes?

- a) Encourage critical discussions about gender roles
- b) Maintain traditional gender roles in all settings

- c) Limit gender representation in leadership

#### **Category 4: Gender Representation and Intersectionality**

16. What is intersectionality?

- a) Overlapping social identities that contribute to discrimination
- b) Exclusive focus on gender in policymaking
- c) Avoiding discussions on discrimination

17. Which of the following best describes gender equality?

- a) Providing equal opportunities for all genders
- b) Prioritizing women's issues over others
- c) Enforcing rigid gender roles

18. What is gender discrimination?

- a) Favoring one gender over another
- b) Ensuring equal pay for all genders
- c) Encouraging gender inclusion in decision-making

19. Which of the following is NOT an example of gender-fair language?

- a) Firefighter instead of fireman
- b) Policeman instead of police officer
- c) Chairperson instead of chairman

20. Which of the following is an example of gender mainstreaming?

- a) Ensuring equal access to education for all genders
- b) Providing gender-exclusive workspaces
- c) Promoting one gender over another

### **WORKSHOP ACTIVITIES**

#### **WORKSHOP 1: Gender Sensitivity in Governance (Icebreaker Activity)**

- **Objective:** To help participants recognize gender biases in policies and governance structures.
- **Activity: "Spot the Bias" – Policy Review Exercise**
  - Participants will be divided into small groups and given samples of local government policies, ordinances, or programs.

- They will identify gender biases, gaps, and stereotypes present in the policies.
- Groups will present their findings and propose gender-responsive revisions to the policies.
- **Expected Output:** Identification of gender biases and recommendations for making policies gender-sensitive.

## **WORKSHOP 2: GeRL Tool Application – Assessing LGU Gender Responsiveness**

- **Objective:** To enable participants to assess their LGU's gender mainstreaming efforts using the Gender-Responsive LGU (GeRL) Tool.
- **Activity: "Self-Assessment & Score Analysis"**
  - Each group will apply the GeRL Tool to assess their gender responsiveness based on the indicators provided.
  - They will rate their performance and identify strengths and weaknesses in GAD mainstreaming.
  - Facilitators will guide the groups in interpreting their scores and identifying priority areas for improvement.
- **Expected Output:** Completed GeRL Tool assessment reports and identification of areas for policy or program enhancement.

## **WORKSHOP 3: GFPS Functionality Assessment – Measuring Institutional GAD Readiness**

- **Objective:** To measure the effectiveness of the Gender and Development Focal Point System (GFPS) in City of Cauayan LGU.
- **Activity: "GFPS Scorecard: How Functional Are We?"**
  - Participants will evaluate their GFPS using the GFAST tool to determine its compliance with GAD mandates.
  - Groups will rate their LGU's functionality level, discuss key challenges, and identify actions to strengthen GFPS operations.
  - Each group will prepare a brief presentation of their findings, including steps to enhance GFPS functionality.
- **Expected Output:** Initial GFPS assessment reports with recommendations for improvement.

## **WORKSHOP 4: GAD Action Plan Development – Strengthening Gender-Responsive Governance**

- **Objective:** To assist participants in developing localized GAD action plans for their respective offices.

- **Activity: "GAD Roadmap: From Assessment to Action"**
  - Participants will draft their GAD Action Plans based on the gaps identified in the GeRL and GFAST assessments.
  - Each group will outline:
    - Gender issue(s) identified
    - Proposed interventions (programs, projects, activities)
    - Responsible unit/office
    - Budget estimates (aligned with the GAD budget)
    - Timeline for implementation
  - Groups will present their draft GAD Action Plans for feedback from trainers and facilitators.
- **Expected Output:** Initial draft of GAD Action Plans, ready for integration into the City of Cauayan LGU governance framework.

## **WORKSHOP 5: Interactive Case Study – Addressing Gender Issues in Local Governance**

- **Objective:** To develop critical thinking and problem-solving skills in handling gender-related challenges in governance.
- **Activity: "What Would You Do?" – Scenario-Based Problem Solving**
  - Participants will be given real-world case studies on gender-related issues in LGU settings (e.g., lack of women's representation in leadership, gender-based violence response, barriers in gender-sensitive budgeting).
  - Each group will analyze the case, discuss solutions, and present a short role-play or policy recommendation on how to address the issue.
  - Facilitators will provide feedback and highlight best practices and legal mandates that support gender-responsive solutions.
- **Expected Output:** Policy or program recommendations for handling gender issues in local governance.

## **Final Activity: "Commitment Wall – Our Pledge to Gender-Responsive Governance"**

- **Objective:** To inspire personal and institutional commitment to GAD mainstreaming.
- **Activity:**
  - Participants will write their key learnings and personal commitments on sticky notes and post them on a Commitment Wall.

- The City Mayor and LGU Officials and Department Heads will also write their commitment statements to reinforce institutional support.
- **Expected Output:** Documented commitments from participants and LGU officials to support and sustain GAD initiatives.

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# **TRAINING MANUAL**



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- 1. Session 1: Basic GAD Concepts and Local Governance**
  - Definition of Gender and Development (GAD)
  - Difference between Gender and Sex
  - Gender Roles, Gender Norms, and Gender Stereotypes
  - Key National Laws and International Commitments on Gender Equality
  - The Role of Local Government Units in Gender-Responsive Governance
- 2. Session 2: Introduction to GeRL Tool**
  - Overview of the GeRL Tool
  - Key Indicators in Gender-Responsive Local Governance
  - How to Use the GeRL Tool for Assessment
  - Interpreting Assessment Scores
- 3. Session 3: GAD Local Learning Hub**
  - Definition and Purpose of a GAD Local Learning Hub
  - Steps to Becoming a PCW-Certified GAD Local Learning Hub
  - Benefits of Establishing a Local Learning Hub
  - Best Practices from Other LGUs
- 4. Session 4: GFPS Functionality Assessment Tool (GFAST)**
  - Importance of GFPS in Gender Mainstreaming
  - Overview and Structure of the GFAST Tool
  - Steps in Assessing GFPS Functionality
  - Common Challenges and Solutions in GFPS Implementation
- 5. Session 5: Interactive Workshop and Case Studies**
  - Real-Life Gender Issues in LGUs
  - Policy Recommendations and Best Practices
- 6. Training Materials Needed**
- 7. Worksheets for Exercises (Gender Stereotype Analysis and Action Planning)**

## **SESSION 1: BASIC GAD CONCEPTS AND LOCAL GOVERNANCE**

### **Introduction**

Gender and Development (GAD) is a crucial framework in governance, ensuring that policies and programs are inclusive and equitable. This session introduces the fundamental concepts of GAD and its integration into local governance structures. Participants will explore the significance of gender-responsive governance and its impact on sustainable development.

### **Session Objectives**

By the end of this session, participants should be able to:

1. Understand the fundamental concepts of Gender and Development (GAD).
2. Recognize the relevance of GAD in governance and public administration.
3. Identify key national and international GAD mandates applicable to LGUs.

### **Content Outline**

#### **Definition of Gender and Development (GAD)**

- GAD as a framework for achieving gender equality and social inclusion.
- Differences between Women in Development (WID) and GAD approaches.

#### **Difference between Gender and Sex**

- Biological vs. socially constructed differences.
- The implications of conflating gender with sex in policy-making.

#### **Gender Roles, Gender Norms, and Gender Stereotypes**

- How gender roles shape individual and societal expectations.
- The impact of stereotypes in governance and leadership.

#### **Key National Laws and International Commitments on Gender Equality**

- Overview of RA 9710 – Magna Carta of Women.
- The role of CEDAW, SDG 5 (Gender Equality), and SDG 16 (Peace, Justice, and Strong Institutions) in governance.

#### **The Role of Local Government Units in Gender-Responsive Governance**

- How LGUs integrate GAD in policy-making and program implementation.
- Examples of gender-responsive initiatives in local governance.

### **Methodology**

- **Lecture-Discussion** - Presentation of GAD key concepts and mandates.

- **Interactive Q&A** - Participants ask questions and share experiences related to gender issues in governance.
- **Mini-Exercise** - Gender Stereotype Analysis – Identifying gendered policies and practices in City of Cauayan LGU.

### **Expected Outputs**

- Increased awareness of GAD principles and mandates.
- Identification of existing gender biases in local governance.

## SESSION 2: INTRODUCTION TO GeRL TOOL

### Introduction

The Gender-Responsive LGU (GeRL) Tool is a self-assessment framework that allows local governments to measure their gender mainstreaming efforts. This session provides an overview of the tool and its practical applications in evaluating LGU policies and programs. Participants will gain hands-on experience in using the GeRL Tool to assess their respective offices.

### Session Objectives

By the end of this session, participants should be able to:

1. Understand the purpose and components of the Gender-Responsive LGU (GeRL) Tool.
2. Learn how to assess LGU performance in gender mainstreaming.
3. Apply the GeRL Tool to identify areas for improvement in their respective LGUs.

### Content Outline

#### Overview of the GeRL Tool

- Purpose and importance of the tool in LGU assessment.
- Structure and components of the GeRL Tool.

#### Key Indicators in Gender-Responsive Local Governance

- Indicators for assessing gender mainstreaming efforts in LGUs.
- How these indicators align with national GAD mandates.

#### How to Use the GeRL Tool for Assessment

- Step-by-step guide on completing the assessment.
- Common challenges and how to address them.

#### Interpreting Assessment Scores

- Understanding results and identifying areas of improvement.
- Using the data to enhance gender-responsive policies.

#### Methodology

- **Lecture-Discussion** - Explanation of the GeRL Tool's framework and assessment process.
- **Hands-On Activity** - LGUs perform a self-assessment using the GeRL Tool.
- **Small Group Sharing** - Groups discuss assessment results and areas for improvement.

## **Expected Outputs**

- Completed initial GeRL assessments for participating LGU departments.
- Identification of gaps in gender-responsive governance.

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## **SESSION 3: GAD LOCAL LEARNING HUB**

### **Introduction**

A GAD Local Learning Hub serves as a model for effective gender mainstreaming at the local level. This session explores the requirements and processes for establishing a certified GAD Local Learning Hub and how it contributes to institutionalizing gender-responsive governance. Participants will learn how to enhance their PAPs to qualify as Local Learning Hub.

### **Session Objectives**

By the end of this session, participants should be able to:

1. Understand the concept and role of a GAD Local Learning Hub.
2. Identify the requirements for LGUs to become a GAD-Certified Local Learning Hub.
3. Develop an action plan for establishing or strengthening a GAD Local Learning Hub in their own unit/department/sector.

### **Content Outline**

#### **Definition and Purpose of a GAD Local Learning Hub**

- What is a GAD Local Learning Hub?
- Benefits of having a local learning hub for gender mainstreaming.

#### **Steps to Becoming a PCW-Certified GAD Local Learning Hub**

- Requirements and certification process.
- Steps to comply with the PCW standards.

#### **Benefits of Establishing a Local Learning Hub**

- Capacity building for City of Cauayan LGU and community stakeholders.
- Strengthening gender-sensitive policy-making.

#### **Best Practices from Other LGUs**

- Examples of successful GAD Local Learning Hubs.
- Lessons learned and replicable strategies.

### **Methodology**

- **Case Study Presentation** - Examples of successful GAD Local Learning Hubs.

### **Expected Outputs**

- Increased knowledge of PCW's GAD certification process.

## SESSION 4: GFPS FUNCTIONALITY ASSESSMENT TOOL (GFAST)

### Introduction

The Gender and Development Focal Point System (GFPS) is essential in ensuring gender mainstreaming at the LGU level. This session focuses on assessing the GFPS functionality using the GFAST tool and identifying strategies to improve gender-related governance structures.

### Content Outline

- **Importance of GFPS in Gender Mainstreaming** - Role and responsibilities of GFPS.
- **Overview and Structure of the GFAST Tool** - Key indicators and evaluation criteria.
- **Steps in Assessing GFPS Functionality** - Conducting the assessment and interpreting results.
- **Common Challenges and Solutions in GFPS Implementation** - Addressing structural and operational gaps.

### Expected Outputs

- Completed GFAST for City of Cauayan LGU.
- Action plans to strengthen GFPS operations.

## SESSION 5: INTERACTIVE WORKSHOP AND CASE STUDIES

### Introduction

This session provides a practical application of GAD concepts through case study analysis and interactive exercises.

### Content Outline

- **Real-Life Gender Issues in LGUs** - Analysis of gender disparities in local governance.
- **Policy Recommendations and Best Practices** - Development of gender-responsive policies.
- **Role-Playing Exercises** - Simulating gender-sensitive decision-making and program implementation.

### Expected Outputs

- Group presentations on case study solutions.
- Draft gender-responsive policies for City of Cauayan LGU.

## LIST OF NEEDED TRAINING MATERIALS

*\*\*some are optional*

*To ensure the successful delivery of training sessions, the following materials are required:*

### **General Training Materials**

- Projector and screen for presentations
- Laptops for facilitators
- Whiteboard and markers
- Flip charts and stand
- Name tags for participants
- Notepads and pens
- Sound system with microphone

### **Session-Specific Materials**

#### Session 1: Basic GAD Concepts and Local Governance

- Printed copies of RA 9710 (Magna Carta of Women)
- Handouts on Gender and Development key concepts
- Gender stereotype analysis worksheets

#### Session 2: Introduction to GeRL Tool

- Printed copies of the GeRL Tool
- Sample LGU gender assessment reports
- Case studies on gender mainstreaming

#### Session 3: GAD Local Learning Hub

- PCW guidelines on establishing GAD Learning Hubs
- Case study materials of certified GAD Learning Hubs
- Group activity worksheets for action planning

#### Session 4: GFPS Functionality Assessment Tool (GFAST)

- Printed copies of the GFAST Tool
- Best practices guide for improving GFPS functionality

#### Session 5: Interactive Workshop and Case Studies

- Case study materials on gender-responsive governance

- Policy recommendation templates
- Role-playing scripts for simulated decision-making

#### **Additional Materials for Documentation & Evaluation**

- Registration forms
- Attendance sheets
- Pre- and post-training evaluation forms
- Certificates of completion for participants
- Digital camera or phone for documentation

## GENDER STEREOTYPE ANALYSIS WORKSHEETS

For Cauayan City LGU Local Officials, Department Heads, and Barangay Officials

### Worksheet 1: IDENTIFYING GENDER STEREOTYPES IN LOCAL GOVERNANCE

**Objective:** Recognize and analyze common gender stereotypes that affect decision-making, leadership, and service delivery in LGUs and barangays.

#### Instructions

1. List down gender stereotypes that you have observed in your workplace or community.
2. Identify how these stereotypes impact individuals and governance processes.
3. Suggest ways to address and break these stereotypes.

Gender Stereotype Observed	Impact on Individuals (Women, Men, LGBTQ+, PWDs, etc.)	Impact on Governance and Service Delivery	Possible Solutions to Break the Stereotype

#### Guide Questions

- What gender stereotypes exist in your department, office, or barangay?
- How do these stereotypes affect leadership roles, decision-making, or access to resources?
- What policies or interventions can help break gender stereotypes?

## Worksheet 2: GENDER STEREOTYPE ROLE REVERSAL EXERCISE

**Objective:** Develop empathy and awareness by reversing traditional gender roles in governance settings.

### Instructions

1. Imagine a scenario where traditional gender roles are reversed.
2. Describe how responsibilities, leadership, and policies might change.
3. Discuss the impact of these changes on governance and community well-being.

### Scenario

- Traditionally male-dominated positions (e.g., mayor, department head, barangay captain) are now filled by women or non-binary individuals.
- Traditionally female-associated roles (e.g., social work, education, secretarial duties) are now occupied by men.

Traditional Gender Role	Reversed Role	Possible Benefits of Role Reversal	Challenges and Resistance Expected

### Guide Questions

- How do traditional gender roles limit leadership opportunities?
- What benefits can be gained by breaking these stereotypes in governance?
- What challenges might arise from gender role reversal, and how can they be addressed?

## **Worksheet 3: GENDER-SENSITIVE LANGUAGE IN POLICIES AND COMMUNICATION**

**Objective:** Assess and modify LGU and barangay policies, announcements, and communications to promote gender-fair language.

### **Instructions**

1. Identify words, phrases, or policies that use gender-biased language.
2. Rewrite them using gender-sensitive terms.

<b>Gender-Biased Term or Phrase</b>	<b>Context of Use (Policy, Speech, Announcement, etc.)</b>	<b>Gender-Sensitive Alternative</b>

### **Guide Questions**

- Are there policies or public communications that reinforce gender biases?
- How can gender-sensitive language contribute to more inclusive governance?
- What steps can be taken to institutionalize gender-fair communication in LGUs and barangays?

## **Worksheet 4: Action Plan for Gender Stereotype Reduction**

**Objective:** Develop concrete actions that LGUs and barangays can implement to reduce gender stereotypes in governance.

### **Instructions:**

1. Identify areas where gender stereotypes exist in your workplace/community.
2. Propose specific actions to promote gender equity.

<b>Identified Area of Gender Stereotyping</b>	<b>Proposed Action</b>	<b>Responsible Office/Unit</b>	<b>Expected Outcome</b>

### **Guide Questions:**

- What concrete steps can be taken to eliminate gender stereotypes in governance?
- How can leadership, policies, and training help create a gender-fair workplace?
- What resources or partnerships are needed to implement these actions?

*These worksheets will help Cauayan City LGU and barangay officials critically examine and dismantle gender stereotypes, fostering a more inclusive and equitable governance system.*

## GROUP ACTIVITY WORKSHEETS FOR ACTION PLANNING

Cauayan City LGU Local Officials and Department Heads & Barangay Officials

### Worksheet 1: IDENTIFYING GENDER ISSUES IN LOCAL GOVERNANCE

**Objective:** Identify and analyze gender-related issues in policies, programs, and service delivery within the LGU.

#### Instructions

1. In your assigned groups, discuss the existing gender-related concerns in your respective offices or barangays.
2. Fill in the table below based on your observations and experiences.

Gender Issue Identified	Affected Population (Women, Men, LGBTQ+, PWDs, Youth, Elderly, etc.)	Current LGU/Barangay Response	Gaps/Challenges Identified

#### Guide Questions

- What are the major gender-related issues that persist in your jurisdiction?
- Are there existing programs addressing these issues? If yes, are they effective?
- What are the limitations or challenges in implementing gender-responsive programs?

## Worksheet 2: ACTION PLANNING FOR GENDER-RESPONSIVE PROGRAMS

**Objective:** Develop an action plan to strengthen gender-responsive governance in the LGU and barangays.

### Instructions

1. Based on the issues identified in Worksheet 1, propose interventions that can address them.
2. Use the table below to outline key details of your proposed actions.

Proposed Intervention	Target Beneficiaries	Responsible Office/Person	Timeline	Resources Needed	Expected Outcome

### Guide Questions

- What specific activities or programs can address the identified gender issues?
- Who will be responsible for implementing these initiatives?
- What resources (funding, personnel, training, etc.) are required to support the intervention?
- What are the expected impacts or outcomes of the proposed interventions?

### **Worksheet 3: MONITORING AND EVALUATION PLAN**

**Objective:** Establish a monitoring and evaluation mechanism to track progress and effectiveness of gender-responsive initiatives.

#### **Instructions**

1. Develop indicators to measure the success of your proposed interventions.
2. Fill in the table below to outline your monitoring and evaluation plan.

<b>Indicator</b>	<b>Baseline Data</b>	<b>Target Outcome</b>	<b>Method of Monitoring (Surveys, FGDs, Reports, etc.)</b>	<b>Frequency of Monitoring</b>	<b>Responsible Unit</b>

#### **Guide Questions**

- How will you measure the effectiveness of your gender-responsive programs?
- What data or evidence will you collect to assess impact?
- How frequently should monitoring take place?
- Who will be responsible for tracking progress and reporting findings?

## **Worksheet 4: COMMITMENT AND NEXT STEPS**

**Objective:** Ensure ownership and accountability among LGU officials and barangay leaders in implementing gender-responsive policies and programs.

### **Instructions**

1. Each participant must write their personal or institutional commitment towards gender-responsive governance.
2. Discuss the next steps to be undertaken after this action planning session.

### **My Commitment**

I, \_\_\_\_\_, commit to implementing gender-responsive governance in my office/jurisdiction by:

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### **Next Steps**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Signed by**

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**(Local Official/Barangay Leader)**

**Date:** \_\_\_\_\_

*These worksheets aim to facilitate a structured approach to identifying gender-related issues, formulating responsive interventions, tracking progress, and ensuring accountability in the LGU and barangay governance.*

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