GENDER AND DEVELOPMENT (GAD) MANUAL

FIELD AND TECHNICAL ASSISTANCE DIVISION

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Message from the Regional Director

The Gender and Development (GAD) Manual of the Department of Education (DepEd) Region XI is more than just a written document—it is a testament to the collective resolve to build an education system where **no learner or teacher is left behind.** It captures the shared commitment to foster a culture of inclusion, where every individual, regardless of gender, identity, or background, can succeed with dignity and respect.

Through this manual, DepEd institutionalizes practices that go beyond compliance. The Department is defining a framework that promotes **equality, respect, empowerment, and safety** in every classroom, office, and learning space. This effort reflects the understanding that gender responsiveness is not a side task, but a core principle in delivering quality, accessible, and transformative education.

Let this be more than a static reference—it must become a **living guide**. One that evolves with the understanding and deepens the compassion. A guide that influences how DepEd writes the policies, designs the programs, interacts with communities, and, most importantly, how to make decisions every day.

The participation in this process is vital. It reminds everyone that GAD is not only about systems and protocols—it is about **people, relationships, and lived experiences.** When teachers and learners listen, include, and empower one another, the department honors the spirit of education as a tool for equity and social change.

Thank you for helping shape a manual that reflects both **heart and justice**—a manual that will serve as a light toward a more gender-fair and inclusive education system.

ACRONYMS

APP	-	Annual Procurement Plan
CEDAW	-	Convention on the Elimination of All Forms of Discrimination Against Women
GAD	-	Gender and Development
GFPS	-	GAD Focal Point System
GPB	-	GAD Plan and Budget
GPB	-	GAD Plan and Budget
NEDA	-	National Economic Development Authority
PCW	-	Philippine Commission on Women
REDP	-	Regional Education Development Plan
SIP	-	School Improvement Plan
WFP	-	Work and Financial Plan

I. INTRODUCTION

The manual for integrating Gender and Development (GAD) principles into schools in Region XI is designed to help educators understand and apply these ideas effectively. It ensures that teachers, learners, and stakeholders are equipped to create an educational environment that treats men and women equally. This initiative aligns with global and national frameworks, such as the Philippine Magna Carta for Women and the Sustainable Development Goals (SDGs), particularly Goal 5, which advocates for gender equality and the empowerment of all women and girls.

The manual addresses the challenges and barriers that students may face due to gender biases in teaching materials, stereotypes that limit potential, and unequal treatment in school policies and interactions. It provides practical solutions, including policy review and reform, educator bias training, curriculum development, and tools for monitoring and evaluating progress. These aim to create a school environment where all students feel safe, respected, and valued.

Teachers are encouraged to recognize and overcome their biases, ensuring fair and equitable treatment for all students. The curriculum should integrate gender-sensitive materials and teaching methods that address stereotypes and promote equality. School leaders play a crucial role in setting a positive example, ensuring inclusive policies and practices, and supporting teachers and staff in adopting GAD strategies.

Ultimately, the manual envisions schools in Region XI leading the way in creating an education system where success is not determined by gender. By fostering an inclusive and equitable learning environment, schools can contribute to a more equal participation and just society.

II. **DEFINITION OF TERMS**

a. **Gender** refers to the social attributes and opportunities associated with being male and female, the relationships between women and men and girls and boys, and the relations between women and men (UN Women).

b. **Gender and Development (GAD)** refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination, and actualization of human potential.

c. **Gender Equality** refers to equal rights and entitlements to human, social, economic, and cultural development, and an equal participation in civic and political life.

d. **Gender Equity** refers to the exercise of rights and entitlements that lead to fair and just outcomes.

e. **Gender Mainstreaming** refers to assessing the implications for girls and boys or women and men of any planned action, including legislation, policies, or programs, at all levels of the education system.

f. **Gender Responsiveness** refers to taking action to correct gender bias and discrimination to ensure gender equality and equity.

g. **Gender Sensitivity** is the ability to perceive gender differences and issues and incorporate these into strategies and actions.

h. **Inclusive Education** is an approach that urges schools to accommodate all children regardless of their physical, intellectual, emotional, social, linguistic, or other conditions.

III. GENDER AND DEVELOPMENT FRAMEWORK

History of Women, Gender, and Development

The history of women, gender, and development is marked by several waves of feminism and ongoing struggles for rights and recognition across the globe. The first wave in the late 19th and early 20th centuries focused primarily on legal issues, such as voting rights and property rights for women. The second wave (1960s-1980s) addressed issues such as equality in the workplace, reproductive rights, and legal inequalities. The third wave (1990s-present) expanded to include challenges faced by women of color, LGBTQ+ communities, and women from non-Western cultures.

Internationally, significant progress in gender and development was marked by conferences and policy frameworks such as those established by the United Nations, including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1979, the Beijing Declaration and Platform for Action in 1995, and the Sustainable Development Goals adopted in 2015.

Legal Basis

In the Philippines, the legal basis for promoting gender and development comes from legal and institutional frameworks. Some of the relevant laws and frameworks include:

The *1987 Philippine Constitution* provides that the State "shall protect and promote the right of all citizens to quality education. This provision emphasizes that education should be accessible, equitable, and of high quality for all citizens.

The government must give enough chances for education at all levels, from elementary to higher learning. This includes improving and maintaining public schools and facilities as well as supporting private educational organizations to ensure that education is accessible to all members of society, regardless of their financial situation.

The *Magna Carta of Women (Republic Act No. 9710)*, passed in 2009, is a comprehensive law on women's rights and gender equality. It promotes women's empowerment and ensures equal opportunities for men and women in social, economic, and political fields.

Another significant law is the *Women in Development and Nation Building Act (Republic Act No. 7192)*. This law promotes women's rights and their participation in national development. It includes provisions for equal opportunities in all government and private sectors.

The *Gender and Development (GAD) Budget Policy* mandates that all government departments and agencies allocate at least 5% of their annual budgets to gender and development programs. The GAD Budget funds activities that contribute to gender equality and women's empowerment.

The *Philippine Development Plan (PDP)* is a mid-term plan drafted by the National Economic and Development Authority (NEDA) that has specific provisions for gender and development.

Providing a more holistic and inclusive gender and development framework is stipulated in *DepEd Order 32, s. 2017 Gender-Responsive Basic Education Policy*. The department commits to integrating the principles of gender equality, gender sensitivity, non-discrimination, and human rights, in the provision and governance of basic education. DepEd ensures that it is aligned with the principle of quality basic education for all.

The *Republic Act 9262,* otherwise known as "Anti-Violence Against Women and Children is a law that protects women and their children from physical, sexual, psychological, and economic abuse by their intimate partners.

The *Republic Act No. 11313: Safe Spaces Act (Bawal Bastos Law)* is a law that covers all **gender-based sexual harassment** (GBSH) committed in public spaces, educational or training institutions, workplaces as well as online spaces.

IV. GENDER-RESPONSIVE EDUCATION

For an organization focused on Gender and Development (GAD) within the educational sector, the structure, role, and responsibilities are tailored to address gender inequalities and promote gender-sensitive policies and practices. Such organizations aim to ensure equal educational opportunities and outcomes for all genders.

Gender Equality as a Goal in Education

Gender equality as a goal in education involves ensuring that students of all genders have equal rights, responsibilities, and opportunities within the educational system. This includes removing barriers that cause imbalances in access to education, participation, achievement, and advancement. Achieving gender equality in education means that the interests, needs, and priorities of all students, regardless of gender, are considered, valued, and supported equally. It recognizes that while differences and inequalities exist, they should not lead to discrimination or disparities in educational opportunities or outcomes.

In the educational context, gender equality is often misunderstood as merely having equal numbers of male and female students or staff. However, true gender equality goes beyond numbers; it involves creating an inclusive and supportive environment where all students can thrive. This includes implementing gender-sensitive curricula, promoting gender-responsive teaching practices, and ensuring gender bias-free materials.

Moreover, it means providing training and professional development for educators on gender equality and sensitivity, fostering safe and inclusive school environments, and encouraging equal participation in all school activities. It also involves engaging with parents, communities, and stakeholders to challenge and change gender stereotypes and norms that affect educational choices and outcomes.

By focusing on these aspects, a GAD organization within the educational sector can play a pivotal role in promoting gender equality, ensuring that all students can reach their full potential, and contributing to the broader goal of social equity and inclusion. However, true gender equality goes far beyond this numerical balance. It ensures that all individuals, regardless of gender, have equal opportunities, rights, and access to resources and decision-making processes. Here's a deeper explanation:

1. Equal Opportunities

Gender equality means that men and women should have the same opportunities to pursue education, careers, and personal development. It is not enough to simply have equal representation; the conditions and environments must also support the success and advancement of all genders equally.

2. Equitable Treatment and Outcomes

While equal numbers might suggest fairness, true gender equality requires equitable treatment. This means acknowledging and addressing different needs, experiences, and barriers that men and women might face. For example, providing maternity leave and ensuring women have the support they need to return to work are essential aspects of gender equality.

3. Access to Resources and Benefits

Gender equality ensures that everyone has equal access to healthcare, education, and economic opportunities. This might involve affirmative actions to correct historical and systemic disadvantages faced by women and other marginalized genders.

4. Representation and Voice

It is crucial to have gender diversity in decision-making roles, but gender equality also means that the voices of all genders are equally valued and heard. This involves creating inclusive environments where diverse perspectives can influence policies and practices.

5. Cultural and Social Norms

Achieving gender equality requires challenging and changing cultural and social norms that perpetuate gender stereotypes and biases. This includes promoting behaviors, attitudes, and practices that support the equal participation of all genders in all aspects of life.

6. Policy and Legal Frameworks

Laws and policies should promote and protect gender equality by ensuring non-discrimination and supporting initiatives that address gender disparities. This includes not only having laws in place but also ensuring their effective implementation and reinforcement.

Gender equality means that different behaviors, aspirations, and needs of women, men, and gender-diverse people are considered, valued, and promoted equally. It's not just about equal representation but also about equitable chances for all genders to access resources, benefits, and control over their lives. It includes the concept of gender equity, which often involves measures and policies designed to compensate for historical and social disadvantages that prevent women and other marginalized genders from operating on a level playing field.

Mainstreaming Gender in National Policy Framework

Gender mainstreaming is about assessing the implications for any planned action, including legislation, policies, or programs. It is a strategy for making the concerns and experiences of women as well as men an integral part of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally.

Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities, policy development, research, advocacy/dialogue, legislation, resource allocation, planning, implementation, and monitoring of programs and projects.

National policies can be instrumental in promoting gender equality. This includes:

Legal reforms that ensure women's rights are protected and that they have equal access to resources such as land, credit, and education.

Education policies that promote gender-sensitive curricula and reduce gender disparities in education.

Health policies that address the specific needs of women and men and promote access to quality health care.

Economic policies to ensure women's participation in the economy and protect their labor rights.

Political participation strategies to ensure women have equal opportunities in political leadership and decision-making positions.

Mainstreaming gender in national policies not only contributes to gender equality but also the overall economic and social development,
creating more inclusive and resilient societies.

Key Components of Gender Mainstreaming

1. Policy Integration

This involves revising existing policies, strategies, and plans to include gender-specific data and perspectives. The process ensures that both men's and women's needs are considered in policymaking. Policies are developed and restructured to promote equal opportunities and prevent gender-based discrimination.

2. **Institutional Framework**

Effective gender mainstreaming requires changes at the institutional level. This includes establishing dedicated units or departments within organizations, such as a Gender Mainstreaming Unit, which is responsible for promoting gender equality throughout the organization. These units provide guidance, training, and support to other departments to integrate gender perspectives in their work.

3. **Capacity Building**

Training and education are essential for equipping stakeholders with the knowledge and skills to implement gender mainstreaming. This includes gender sensitivity training, workshops on gender analysis, and other educational programs that help staff understand gender issues and incorporate gender considerations into their daily work.

4. **Gender Analysis**

Gender analysis is a critical tool in gender mainstreaming. It involves collecting and analyzing data by gender to identify disparities and inequalities between men and women. This analysis helps in understanding the impacts of policies, programs, and projects on different genders and in designing interventions that address these impacts effectively.

5. **Participatory Planning**

Engaging both women and men in the planning process is crucial. This participation ensures that the experiences, interests, and needs of all genders are considered in the development and implementation of policies and programs. Participatory planning helps in identifying gender-specific priorities and challenges, making the interventions more effective and inclusive.

6. **Monitoring and Evaluation**

Gender mainstreaming also requires a robust mechanism for monitoring and evaluation (M&E). This includes developing gender-sensitive indicators and benchmarks to measure progress towards gender equality. Regular M&E assesses the effectiveness of gender mainstreaming efforts and provides data to refine strategies and approaches as needed. Regular M&E helps in assessing the effectiveness of gender mainstreaming efforts and provides data for making necessary adjustments in strategies and approaches.

7. **Resource Allocation**

Ensuring that budgets and resources are allocated in a way that supports gender equality is essential for mainstreaming efforts. Gender budgeting involves planning and allocating funds based on the specific needs and contributions of men and women. This approach helps address gender disparities and promote equitable development.

8. **Challenges and Considerations**

While gender mainstreaming is a strategic approach to promote significant change, it faces several challenges. These include resistance to change within organizations, lack of sufficient gender expertise, inadequate resources, and limited political will. Overcoming these challenges requires strong leadership, continuous advocacy, and commitment at all levels of the organization or government.

Gender mainstreaming is not just a matter of adding a gender component or even an equality component to an existing activity. It goes beyond increasing women's participation; it means bringing changes in underlying structures, practices, and relationships. This approach is essential for achieving sustainable development and ensuring that both men and women can equally influence, participate in, and benefit from development processes.

V. GENDER AND DEVELOPMENT (GAD) FOCAL POINT SYSTEM (GFPS)

Under DepEd Order 32, s. 2017, known as the *Gender-Responsive Basic Education Policy*, encourages the field to strengthen the establishment of the DepEd Gender and Development (GAD) Focal Point System (GFPS) at the Regional, Division, and School Levels. The GFPS at all levels of governance shall follow the duties and functions as they apply prescribed by DepEd Memorandum (DM) No. 140, s. 2012 entitled *Establishment of Gender and Development Focal Point System*, and appropriate guidelines were issued by the PCW.

The composition of the GFPS shall be as follows:

Regional Level

GFPS Head or Chairperson	Regional Director (RD)
Technical Working Group (TWG) Head	Assistant Regional Director (ARD)
Members	To be designated by the Regional Director Chief ES, CLMD Chief ES, ESSD Chief ES, PPRD Chief ES, FTAD Chief AO, AD Chief AO, FD
Head of Secretariat	Chief ES, HRDD
M & E	QAD

Division Level

GFPS Head or Chairperson	Schools Division Superintendent (SDS)
Technical Working Group (TWG) Head	Assistant Schools Division Superintendent (ASDS)
Members	To be designated by the SDS Chief ES, Curriculum Implementation Division Chief ES, School governance and Operation Division Accountant or Administrative Officer V for Finance Administrative Officer V (Admin. Services) Planning Officer
Secretariat	SGOD SEPS/EPS II for HRD
M & E	SGOD SEPS/EPS II for School Management M & E

School Level

GFPS Head or Chairperson	School Head
Members	School GAD Coordinator To be designated by the Principal Asst. Principal/Department Head for SHS Grade Level Coordinator/s (Elementary) Guidance Teachers/Coordinator School 'Bookkeeper (Secondary) Administrative Assistant

The tasks and functions of the members of the GFPS shall be part of their regular key result areas (KRAs), work plans, and performance assessment indicators, and shall be given due consideration in the entire performance management system;

Capacity development programs shall be provided to the GFPS members to enhance skills in gender sensitivity training, gender analysis, gender-responsive planning and budgeting, gender audit, and other updates on GAD-related laws, policies, and instruments;

Funds shall be allocated for programs, activities, and projects to address GAD issues in the workplace and the schools, and to support the organization, management, and operations of the GFPS, to be charged to the five percent GAD budget of the region/ division and school; and

All GAD plans containing projects, programs, and activities shall be part of the Work and Financial Plans (WFP), Annual Procurement Plan (APP), Regional Education Development Plan (REDP), and School Improvement Plans (SIPs). The development of the GAD plans and budgets shall be within the budget cycle and the processes stipulated in DepEd Order No. 63, s. 2012 on the Guidelines for the Preparation of GAD Plans, Utilization of GAD Budget, and Submission of Accomplishment Reports.

The functions of the GAD Focal/Point Persons are as follows:
a. lead in the gender mainstreaming in policies, plans, and programs, projects and activities (PPAs) and the assessment of gender- responsiveness of systems, structures, policies, procedures, and programs based on priority thrusts, needs, and concerns of DepEd for its stakeholders, particularly students, teachers, and employees;
b. analyze programs and projects using the Harmonized GAD Guidelines for Programs and Projects to determine their gender sensitivity;
c. recommend formulation/revision of policies in advancing women's status and child protection;
d. lead in the review and updating of sex-disaggregated data for the GAD database to serve as a basis in performance-based gender responsive planning;
e. implement advocacy activities, including the development of information, education, and communication materials to ensure consciousness-building and generating support for GAD;
f. identify gender issues arising from gender analysis and audit to serve as the basis for determining PPAs in the GAD Plan;
g. prepare GAD plans, budgets and accomplishment reports and ensure their timely submission to the Central Office (CO) GAD Focal Point Person;
h. ensure the effective and efficient implementation of the GAD Plan and PPAs and the judicious utilization of the GAD budget;
i. recommend awards, recognition, and other incentives (including the Performance-Based Bonus (PBB) to outstanding institutional GAD programs, activities, and projects for GAD Focal Point members and other personnel/teachers;
j. build and strengthen partnerships with all GAD Focal Point Department of Budget and Management (DBM), GAD-non- government organizations (NGOs), and other partners; and
k. Coordinate GAD efforts of all offices/units.

The GFPS chairperson or head shall approve GAD plans and budgets of the office, submit them to the CO-GAD Focal Point Person, and shall also spearhead the Implementation of the plan. He/She shall also designate an M&E Team for GAD following the mandate.

The Secretariat shall provide administrative support to the GFPS, document GAD activities and meetings, assist in developing the GAD plan and accomplishment reports, and conduct GAD activities, programs, and projects. The M&E Team shall lead the gender audit and evaluation of all GAD PPAs.
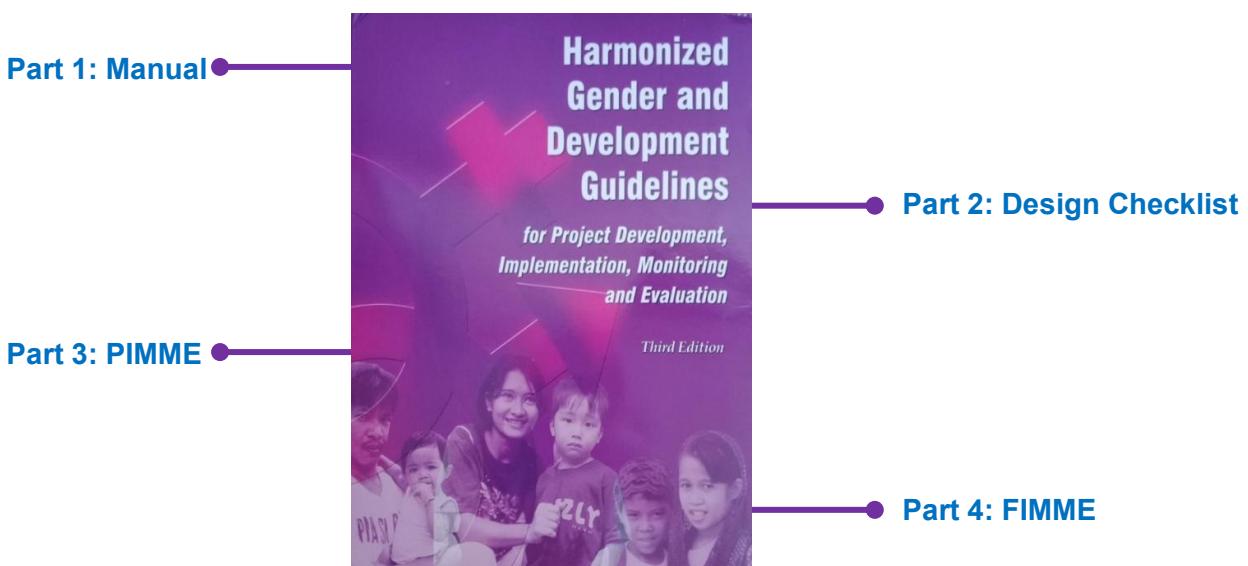
VI. GENDER MAINSTREAMING STRATEGIES

A. Harmonized Gender and Development Guidelines (HGDG)

A gender analysis tool is used to ensure that programs and projects undertaken by the government in the various stages of the project cycle are gender-responsive.

HGDG was formulated in 2004 through the initiative of NEDA, PCW, and ODA-GAD Network and funded by ADB and UNDP to set the standards in determining the gender responsiveness of all ODA-funded projects/programs.

The HGDG consists of four (4) parts:

Part 1: Manual

Part 2: Design Checklist

Part 3: PIMME

Part 4: FIMME

Contains the background, objectives, and general guidelines on the use and application of the tool.
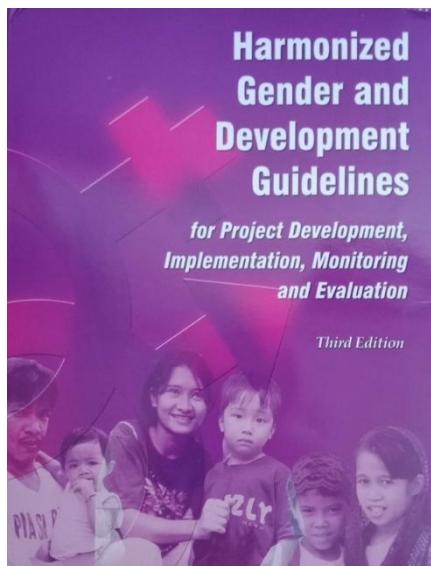
Offers a common set of analytical concepts and tools for integrating gender concerns into development programs and projects.

Achievement of Gender Equality and Women Empowerment (GEWE) through projects and programs.

OBJECTIVE

2. DESIGN CHECKLIST

Harmonized Gender and Development Guidelines

for Project Development, Implementation, Monitoring and Evaluation

Third Edition

Part 2: Design Checklist

Ensures that programs/projects are gender-responsive

There are two (2) types:
generic and sector-specific checklists

GENERIC VS. SECTOR SPECIFIC CHECKLISTS

GENERIC CHECKLIST (Box 7a)

Used for programs or projects that do not belong to any sector

SECTOR SPECIFIC CHECKLIST

Composed of nineteen (19) checklists designed for a specific sector

Consists of ten (10) CORE GAD elements.

Score for each element is equivalent to two (2) points

Part 2: Introduction to Program and Project Development – Specific Sectors

This part offers <u>19</u> GAD checklists for various sectors:

1. Agriculture and Agrarian Reform	11. Microfinance
2. Natural Resource Management	12. Labor and Employment
3. Infrastructure	13. Child Labor
4. Private Sector Development	14. Migration
5. Education	15. Tourism Funding Facilities
6. Health	16. Energy
7. Housing and Settlement	17. Disaster Risk Reduction and Management
8. Women in Areas of Armed Conflict	18. Development Planning
9. Justice	19. Fisheries
10. Information and Communication Technologies	

Users of HGDG

Program and Project Developers, Implementers, and Monitoring and Evaluation Team

Serve as a guide in ensuring that the GAD perspective is integrated into the design, implementation, management, and M&E of their programs and projects.

GAD Focal Point System Members

Determine the areas that could be enhanced and activities that could be included in the next GAD plan and budget corresponding budget that may be attributed to the GAD Budget.

GAD CHECKLIST FOR INFRASTRUCTURE PROJECTS

Infrastructure projects involve the construction of facilities, including schools, hospitals, dams, irrigation structures, and transportation systems. Some result in the involuntary resettlement of communities or households. Regardless of the type of infrastructure project, users and resettled groups are erroneously viewed as an undifferentiated population, having the same needs, vulnerabilities, access and opportunities to participate in deciding what facilities are needed where, how they will be maintained, how much they should cost each user, and the like.

Gender Issues and Gender Equality Results

Projects in the infrastructure sector must contend with several gender issues:

❖ Different groups of users may have divergent requirements based on the seasonality and location of their activities. Projects that are designed without considering the variations may have a great impact on women's workload and access to resources.

❖ Women are rarely considered for employment in construction sites, although there are areas where women have traditionally been involved in groundbreaking tasks. Most projects do not view women as potential workers. Where women workers need to move close to the worksite, they require secure and safe areas in construction camps.

❖ Gender gaps are often found in the participation of women and men in users' groups that are organized to operate and maintain facilities (health centers, domestic water systems, and irrigation systems).

❖ Involuntary resettlement can and does affect women and men differently.

By recognizing the differences among those affected by infrastructure, projects can help achieve better *gender equality results*, among which are:

✓ more time for rest, productive or reproductive activities due to shorter travel time to and from the market, basic service facilities or sources of water and fuel;

✓ improved women's access to safe and affordable public transport services and infrastructure;

✓ greater inputs of women to the design and operation of the infrastructure;

✓ increased capacity of women and their organizations to influence decisions about the design, operation, and maintenance of public services and facilities;

✓ increased employment of women at all levels (actual construction, technical and management) in infrastructure projects or services;

✓ increased numbers of women employed in nontraditional occupations; and

✓ improved capacity of infrastructure agencies to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different groups of women users of women resettled involuntarily.

GAD Checklist for Infrastructure 1

Box 7a. Generic Checklist

Element and item/question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result/ Comment/ Gender issues identified (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
1.0 Involvement of women and men (max score: 2; for each item, 1)					
1.1. Participation of women and men in beneficiary groups in problem identification (possible score: 0, 0.5, 1.0)					
1.2. Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)					
2.0. Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0)					
3.0. Conduct of gender analysis and identification of gender issues (max score: 2; for each item, 1)					
3.1. Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)					
3.2. Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0)					
4.0 Gender equality goals, outcomes and outputs (possible scores: 0, 1.0, 2.0) Does the project have clearly stated gender equality goals, objectives, outcomes or outputs?					
5.0. Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues and gender quality goals identified?					
6.0. Gender analysis of likely impact of the project (max score: 2; for each item or question, 0.67)					
6.1. Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)					

6.2. Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)					
6.3. Has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.33, 0.67)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes?					
8.0. Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0) Does the project M&E system require the collection of sex-disaggregated data?					
9.0. Resources (max score: 2; for each question, 1.0)					
9.1. Is the project's budget allotment sufficient for gender equality promotion or integration? OR will the project tap counterpart funds from LGUs/partners for it GAD efforts (possible scores: 0, 0.5, 1.0)					
9.2. Does the project have the expertise in promoting gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? (Possible scores: 0, 0.33, 0.67)					
10.0 Relationship with the agency's GAD efforts (maximum score: 2; for each question or item, 0.67)					
10.1 Will the project build on or strengthen the LGU's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAD NO GAD PLAN: Will the project help in the formulation of the implementing agency's GAD plan?					
10.2. Will the project build on the initiatives of actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					

10.3. Does the project have an exit plan that will ensure
        the sustainability of GAD efforts and benefits?
        (possible scores: 0, 0.33, 0.67)					

TOTAL GAD SCORE FOR THE **PROJECT IDENTIFICATION AND DESIGN STAGES**					

10 ELEMENTS OF A GENDER-RESPONSIVE PROGRAM OR PROJECT

1. Participation of women and men in problem identification (2 pts)
2. Generation/use of SDD in the analysis of the problem (2 pts)
3. Gender analysis to identify gender issues that the proposed project must address (2 pts)
4. GAD in goals, objectives, outcomes, or outputs (2 pts)
5. Activities match identified gender issues (2 pts)
6. Gender analysis of the designed project (2 pts)
7. Gender-sensitive M&E system that would capture GAD results (2 pts)
8. Requirement of sex-disaggregated database (2 pts)
9. Commitment of resources to address the gender issues (2 pts)
10. Congruence of project GAD agenda with that of the agency (2 pts)

10 ELEMENTS OF A GENDER-RESPONSIVE PROGRAM OR PROJECT

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
1.0 Involvement of women and men (max score: 2; for each item, 1)					
1.1. Participation of women and men in beneficiary groups in identification of the problem (possible scores: 0, 0.5, 1.0)	No consultation with women and men	Conducted meetings with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization: or with male and female officials and some male and female officials and some male beneficiaries	Conducted meetings with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.
Notes: Female and male beneficiaries should be involved at the earliest stage of the project. Consultations with women and men beneficiaries should include discussion of issues/problems to be address by the project and benefits to be derived, possible negative impact of the project and gather recommendations/suggestions to mitigate them. Project Proposal: Can be mentioned in the Introduction/Rationale MOVs: Minutes of the meeting/attendance sheets with Sex-disaggregated Data					
1.2. Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)	No inputs from women and men beneficiaries gathered and considered.	Inputs or suggestions may have been sought from women and men beneficiaries but are not considered at all in designing project activities	Inputs and suggestions have been sought from women and men beneficiaries and are considered in designing project activities.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.
Note: Documentation/Minutes of the meeting should also be able to reflect separately the inputs gathered from women and men. Project Proposal: Can be mentioned in the Introduction/Rationale MOVs: Minutes of the meeting/attendance sheets with Sex-disaggregated Data					

| 2.0. Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0) | No data gathered. | Some information has been classified by sex but may not be KEY to helping identify key gender issues that a planned program/ project must address. | Presence of qualitative and quantitative data (sex disaggregated data and gender-related information) which are cited in the analysis of the development issue. | | Explain here how the program/project meets the required element and what documents will be able to verify compliance. |

Note: Sex-disaggregated data and gender-related information are necessary inputs to a comprehensive analysis of the situation. This information includes profile (demographics), roles, perspective, needs, access to and control of resources/benefits, decision making, capacities, opportunities of intended project beneficiaries (women, men, boys and girls).

Secondary data can also be used in the absence of primary data.

Project Proposal: Can be mentioned in the Introduction/Rationale

MOVs: Minutes of the meeting/attendance sheets with Sex-disaggregated Data

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		

3.0 Conduct of gender analysis and identification of gender issues (max score: 2; 1 for each item)

| 3.1. Analysis of gender gaps and inequalities related to the following concerns: gender roles, needs and perspectives, and access to and control of resources (possible scores: 0, 0.5, 1.0) | No analysis made. | A superficial partial analysis has been carried out by focusing on only one or two of the concerns (general roles, needs and perspectives, and access to and control of resources). | A full and comprehensive analysis was made focusing on the 4 concerns (gender roles, need and perspectives, and access to and control of resources). | | Explain here how the program/project meets the required element and what documents will be able to verify compliance. |

Note: Perform gender analysis by answering the following questions:

- What is the actual situation (roles, perspective, needs, access to and control of resources/benefits, decision making, capacities, opportunities) between women and men? Are there any differences, disparities, inequalities in situations?

- What are the practical gender needs of women and men that the project can address?

- Are there any strategic gender needs of women that the project can address?

- What resources are available to women and men, and do they have control (decision-making) over the resources and benefits derived from them?

- Results of the gender analysis should be mentioned in the Background/Rationale of the Project

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	**Partly Yes (2b)**	**Yes (2c)**		
3.2. Analysis of constraints and opportunities related to women and men's participation in the program/project **(possible scores: 0, 0.5, 1.0)**	No analysis made.	A superficial analysis has been made by focusing *on only either* constraints or opportunities.	A full and comprehensive analysis was made on both constraints and opportunities relate to women and men's participation in the program/project.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.

Note: Perform gender analysis by answering the following questions:

- What are the constraints related to women's participation in the project? To attain the project's gender equality objectives?

- What are the opportunities related to the achievement of the project's gender equality objectives

- Results of the gender analysis should be mentioned in the Background/Rationale of the Project

Project Proposal: Can be mentioned in the Introduction/Rationale

MOVs: Results of FGDs, Assessment reports/evaluation reports

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	**Partly Yes (2b)**	**Yes (2c)**		
4.0. Gender equality goals, outcomes, and outputs (possible scores: 0, 1.0, 2.0)	Gender equality perspectives do not present in the program/ project Log frame.	The program/project has taken Gender equality perspectives only in the areas of outputs or outcomes as reflected in the program/project Log frame.	Gender equality perspectives are consistently reflected in the Log frame (goals, objectives, outcomes, or outputs).		Explain here how the program/project meets the required element and what documents will be able to verify compliance.

Note: Specific objectives or result statements and outputs should be formulated articulating the desired results of addressing the gender issues and constraints identified in the situational analysis. A good objective usually states: (a) what does the project wants to achieve; (b) how does the project wants to achieve it; and (c) who are the main beneficiaries.

MOVs: Program/project Proposal – Goals, Objectives, Expected Outcomes/Outputs

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	**Partly Yes (2b)**	**Yes (2c)**		
5.0. Matching strategies with gender issues (possible scores: 0, 1.0, 2.0)	No gender equality strategies and activities.	Presence of *only* gender equality strategies or activities *but no stated gender issues to match the activities*.	There is an identified gender issue and there are activities seeking to address these issues.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.

Note: Methodology or description of project activities should be able to discuss strategies for how gender issues identified in 3.1., as well as the constraints and opportunities reflected in 3.2 will be addressed during the implementation.

MOVs: Project Proposal – Work Plan or Implementation Plan

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (co 3)	Results or Comments (Col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
6.0. Gender analysis of likely impacts of the project (max score: 2; for each item or question, 0.67)					
6.1. Does the project clearly specify the target population, direct or indirect? Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)	Not stated in the program/project	Only women are the direct and indirect beneficiaries	Both women and girl children are direct and indirect beneficiaries		Explain here how the program/project meets the required element and what documents will be able to verify compliance.
Note: The proposal should specifically identify women and girl children as target beneficiaries, whether directly or indirectly benefitting from the project.					

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
6.2. Has the project considered its long-term impact on women's socio-economic status and empowerment? (possible scores: 0, 0.33, 0.67)	Not stated in the program/ project document.	Superficial or partial discussion on how the program/project could directly or indirectly improve women's socio-economic status and empowerment.	Involves a coherent discussion on how the program/ project could directly or indirectly improve women's socioeconomic status and empowerment.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.
Note: The discussion of the project's impact is tied to the objectives and activities to address women's practical/strategic needs and gender issues. MOVs: Project Proposal – Potential Impact					

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
7.0. **Monitoring targets and indicators** **(possible scores: 0, 1.0, 2.0)**	No gender equality targets and indicators.	The program/project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.	The program/ project monitoring plan includes both: (1) indicators that are sex- disaggregated ; and (2) qualitative indicators of empowerment or status change.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.

Note: Set realistic time-bound quantitative and qualitative targets that signify concrete results of the project's comment to gender equality and GAD goals. The indicators should be able to measure the changes or results after addressing the identified gender needs/issues/concerns. Indicators should be sex disaggregated.

MOVs: Project Log frame, Monitoring and Evaluation Plan, Work and Financial Plan

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
8.0. **Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0)**	M&E framework or plan does not require collection of sex-disaggregated data.	The M&E framework or plan requires the collection of some sex-disaggregated data or information *but not all the information that will track the **gender differentiated effects of the* *program/project*.	All sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs as stated in the program/ project Log frame.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.

Note: The establishment of a sex-disaggregated database should be described under the Monitoring and Evaluation section of the proposal.

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	**Partly Yes (2b)**	**Yes (2c)**		
9.0. Resources (max score: 2; for each question, 1)					
9.1. Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0) .	Not stated/ reflected in the program/ project document.	There is a budget for GAD-related activities, but this is insufficient to ensure that the program/ project will address relevant gender issues as identified in the gender analysis	The budget is sufficientto ensure that the program/ project will address relevant gender issues as identified in the gender analysis.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.
Note: Make sure there should be budget allocation provided for the planned activities that will address gender issues and facilitate integration of GAD in the project MOVs: Work and Financial Plan					

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	**Partly Yes (2b)**	**Yes (2c)**		
9.2. Does the project have the expertise to integrate GAD or to promote gender equality and women's empowerment? OR is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)	Not stated/ reflected in the program/ project document.	There is a budget for GAD-related activities, but this is insufficient to ensure that the program/ project will build GAD capacities among program/ project staff or tap external GAD expertise.	There is a budget for GAD-related activities that will build GAD capacities among program/project staff or tap external GAD expertise.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.
Note: Program/Project strategy includes a discussion of efforts to integrate gender ie. Tapping GAD expert to integrate GAD or to promote gender equality and women empowerment or committing budget in building capacities of project implementers on integrating GAD or promoting gender equality MOVs: Work and Financial Plan with GAD Activities					

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	**Partly Yes (2b)**	**Yes (2c)**		
10. Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)					
10.1. Will the program/project build on or strengthen the agency/PCW/ government's commitment to the advancement of women? (possible scores:0, 0.33,0.67)	Not stated/ reflected in the program/ project document.	There is a mention of the agency's GAD plan, but no direct connection is made to incorporate the program/project's GAD efforts into the plan.	The program/ project is incorporated in the GAD Plan.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.

Note: Inclusion of a statement of the project's alignment to the agency's commitment to implementation of MCW or any gender-related policy and its inclusion in the GAD plan as an attributed program/project.

*Sustainability plan for GAD efforts and commitment to empower boys and girls

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	**Partly Yes (2b)**	**Yes (2c)**		
10.2. Will the program/project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)	Not stated/ reflected in the program/ project document.	There is a mention of other GAD initiatives in the program/project coverage but no indication of how the program/project will build on these initiatives.	The GAD efforts mentioned in the program/project document clearly indicate how it will help other organizations in the area also build their own GAD initiatives.		Explain here how the program/project meets the required element and what documents will be able to verify compliance.

Note: There should be a discussion of how the project will contribute to the initiatives of other stakeholders.

Element and Guide Question (col. 1)	Response (col. 2)			Score of the item or element (col. 3)	Results or Comments (Col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
10.3. Does the program/project have an exit (sustainability) plan that will ensure the sustainability of GAD efforts and benefits? **(possible scores: 0, 0.33, 0.67)**	Not stated/ reflected in the program/ project document.	Project has a sustainability plan for its GAD efforts but makes no mention of how these may be Institutionalized within the implementing agency and its partners.	Presence of a ****SUSTAINABILITY PLAN** to ensure that GAD efforts will be institutionalized in the agency and its partners. (**refers to program/ project plan)		Explain here how the program/project meets the required element and what documents will be able to verify compliance.
TOTAL GAD SCORE FOR PROJECT DEVELOPMENT STAGE					
Note: There should be a discussion of how the GAD strategies of the project can be institutionalized in the agency, partners or stakeholders MOVs: Exit/Sustainability plan					
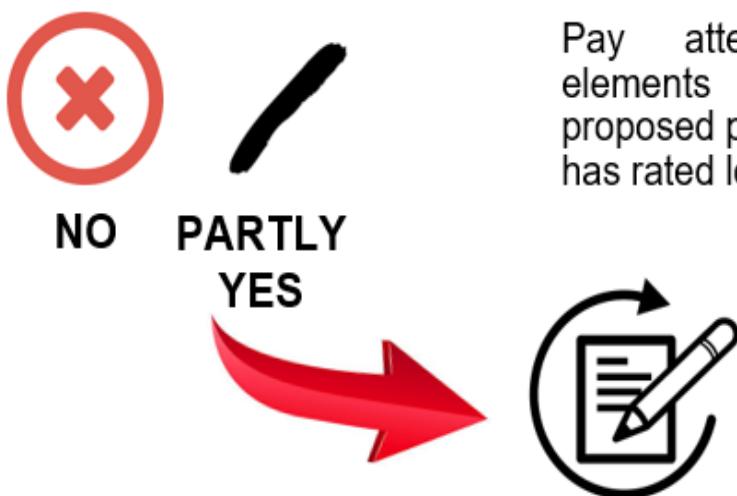
Accomplishing the GAD Checklists

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col.4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
Project identification and planning					
1.0 Participation of women and men in project identification (max score: 2; for each item or question,0.67)				1.33	
1.1 Has the project consulted women on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0,0.33,0.67)	✔			0.33	There is a conduct of general assembly with beneficiaries but it was not explicitly stated that it consulted/involved women. (p.5 &6 - 11.1)
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)	✔			0.33	Although general assembly was conducted there is no indication that inputs/suggestions have been sought from women and men beneficiaries (p.6 -11.1)
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0, 0.33, 0.67)			✔	0.67	It was indicated in the objectives that poor and deserving scholars/grantees/borrowers are viewed as stakeholders of the program (p.1-1.0)

Interpretation of GAD Scores using the DESIGN CHECKLIST

	HGDG Score	Description	Interpretation		Corresponding Budget for the Year of the Program that may be Attributed to the Agency GAD Budget
H G D G	Below 4.0	GAD is invisible	Proposal to be returned	**G P B**	No attribution
	4.0 – 7.9	Promising GAD prospects (conditional pass)	Proposal earning a "conditional pass", pending identification of gender issue/s and the strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan		**Formula:** HGDG Score ÷ 20 x 100% x Program Budget **Sample Computation:** Project Budget: 2M HGDG Score: 8 Project Attributable Budget: 8/20 x100% x 2M = Php 800,000
	8.0 – 14.9	Gender sensitive	Proposal passing the GAD test		
	15.0 – 19.9	Gender-responsive	Proponent to be commended		
	20.0	Fully gender-responsive	Proponent to be commended		
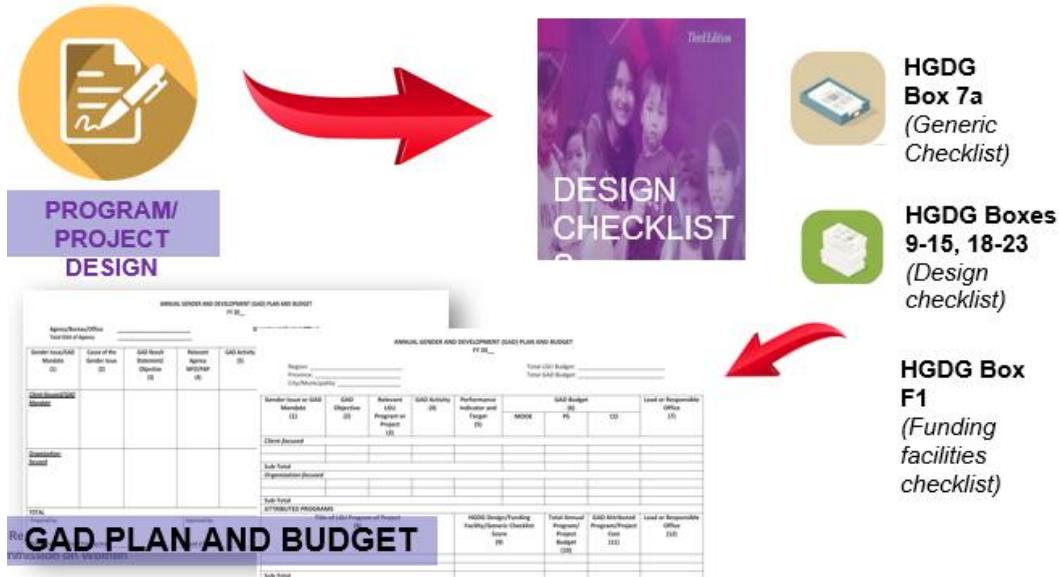
Using the Results of the Design GAD Checklist

NO PARTLY YES

Pay attention to the elements where the proposed program or project has rated low

Revise project/ program design

As part of mitigating strategies

Attribution to the GAD Budget: GAD PLAN AND BUDGET

B. Gender Mainstreaming Evaluation Framework

The Gender Mainstreaming Evaluation Framework (GMEF) is a tool to measure the extent of the gender mainstreaming efforts of organizations, both national government agencies (NGAs) and local government units (LGUs). It assists the Gender and Development Focal Point System (GFPS) in measuring gains and successes, as well as pinpoint areas for improvement in the way they mainstream the gender and development (GAD) perspective in their respective organizations (PCW, 2016).
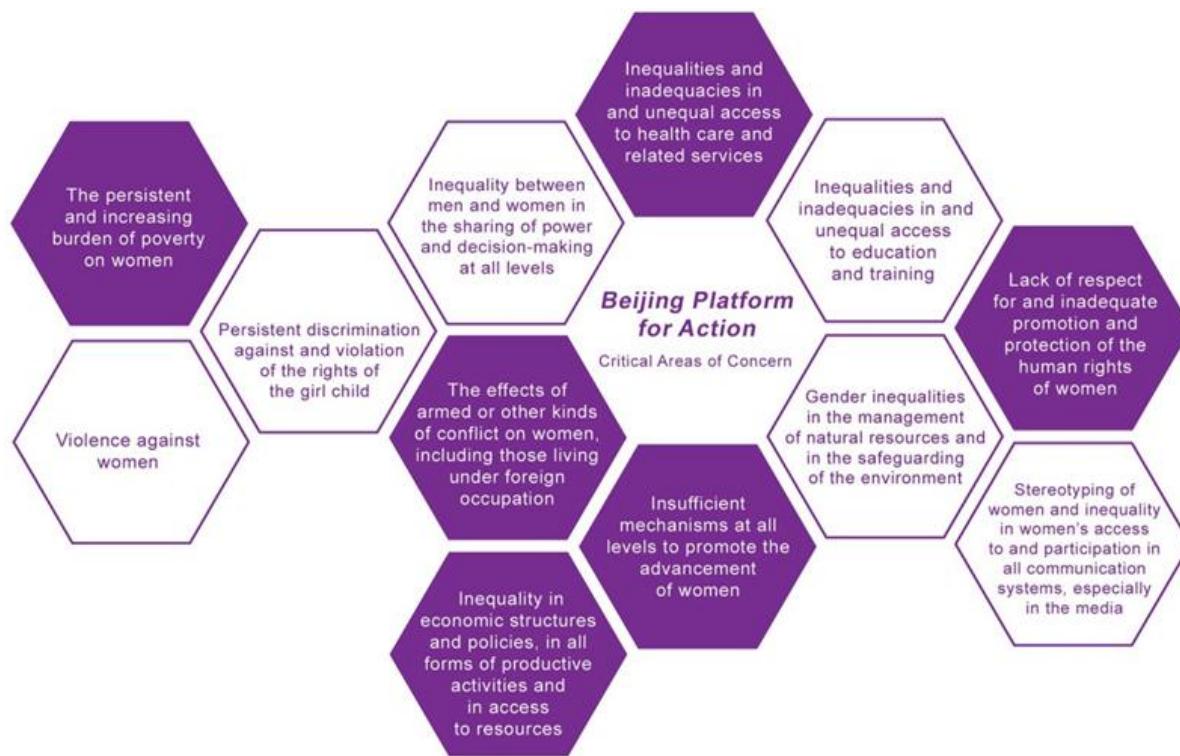
With the milestone passage of Republic Act 9710, or the Magna Carta of Women (MCW), gender mainstreaming has become an integral part of the design, implementation, monitoring, and evaluation of policies and programs in educational institutions. The Philippine Commission on Women (PCW), as the national machinery for Women's Empowerment and Gender Equality, is mandated by the MCW to:1) lead in ensuring that educational institutions are capacitated on the effective implementation of the Act; and 2) influence the systems, processes, and procedures of the education sector in line with GAD.

Section 37 of the Implementing Rules and Regulations (IRR) of the law mandates all educational institutions, including State Universities and Colleges (SUCs) and local government educational units, to adopt gender mainstreaming as a strategy to promote and fulfill women's human rights and eliminate gender discrimination in their systems, structures, policies, programs, processes, and procedures.

To effectively pursue gender mainstreaming, educational institutions are required to ensure the availability of the following essential elements:
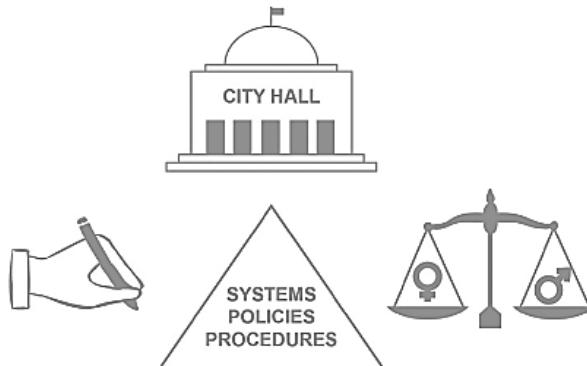
1. GAD Planning and Budgeting;
2. GAD Focal Point System;
3. Sex-Disaggregated Database; and
4. Conduct of Gender Audit.

In 1996, the National Commission on the Role of Filipino Women (NCRFW), developed the Gender Mainstreaming Evaluation Framework (GMEF) to measure gender mainstreaming efforts in educational institutions. This initiative followed the 1995 adoption of the Beijing Platform for Action (BPFA), which promotes gender mainstreaming to address 12 key areas concerning women and girls: Poverty, Education and Training, Health, Violence against Women (VAW), Armed Conflict, Economy, Power and Decision-Making, Institutional Mechanisms for Women's Advancement, Human Rights, Media, Environment, and the Girl-Child.

Beijing Platform for Action
Critical Areas of Concern

(Hexagon labels:)
- The persistent and increasing burden of poverty on women
- Inequality between men and women in the sharing of power and decision-making at all levels
- Inequalities and inadequacies in and unequal access to health care and related services
- Inequalities and inadequacies in and unequal access to education and training
- Lack of respect for and inadequate promotion and protection of the human rights of women
- Persistent discrimination against and violation of the rights of the girl child
- The effects of armed or other kinds of conflict on women, including those living under foreign occupation
- Gender inequalities in the management of natural resources and in the safeguarding of the environment
- Violence against women
- Insufficient mechanisms at all levels to promote the advancement of women
- Stereotyping of women and inequality in women's access to and participation in all communication systems, especially in the media
- Inequality in economic structures and policies, in all forms of productive activities and in access to resources

The Enhanced GMEF retained the four entry points of gender mainstreaming, namely **Policies, People, Enabling Mechanisms and Programs/Activities/Projects (PAPs)**:

1. **POLICIES** - refers to the official statements and pronouncements of support for gender mainstreaming issued by the organization. These may be in the form of department orders, special orders, administrative orders, memoranda, and executive orders that spell out the commitment of an organization to pursue gender mainstreaming. This category also includes national and sectoral plans, specific guidelines, a manual of implementation, and the GAD Framework/Strategic Plan. The organization, through these issuances, shows its recognition and acceptance of gender mainstreaming as a critical and legitimate concern, even if in broad or general terms. Policy enhancement and improvements, including the use of gender-fair language and images, are also expected for the development of a model GAD policy for potential replication and innovation.

2. **PEOPLE** - refers to the key stakeholders responsible for carrying out gender mainstreaming efforts. Critical to the success of gender mainstreaming are the following: (1) GAD champions among top management who actively support the GM program; (2) recognition of GFPS and staff members as GAD experts; and (3) clients (internal and external) able to participate in the planning, implementation and monitoring & evaluation of programs, activities, and projects.

As an entry point, PEOPLE share four complementary and distinct roles (Conner, 1992):
- **The Sponsor** - "the individual or group with the authority to sanction or legitimize change." Sponsors consider the potential changes facing an organization and assess the dangers and
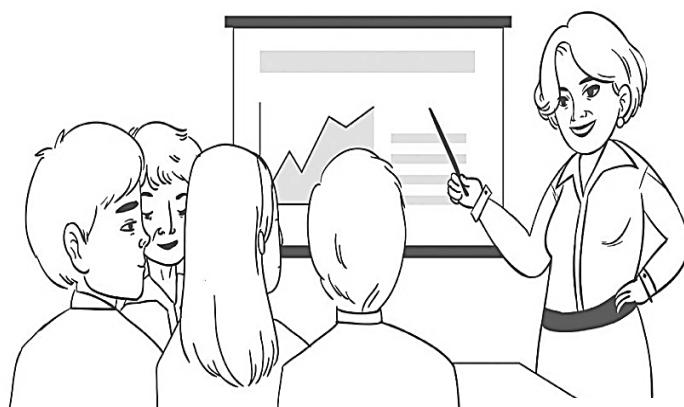
opportunities these transitions reflect. They decide which changes will happen, communicate the new priorities to the organization, and provide the proper reinforcement to ensure success.

GAD Sponsors are "responsible for creating an environment that enables these changes to be made on time and within budget." In gender mainstreaming, the sponsors are the heads of organizations. They express support by issuing policies or installing the necessary enabling mechanisms, such as approving the organization's GAD Plan and Budget. They also set the direction of the overall gender mainstreaming efforts of the organization, among other tasks.

- **The Change Agent** - "the individual or group responsible for making the change. The agent's success depends on the ability to diagnose potential problems, develop a plan and execute the change effectively." The primary change agents are usually the GAD Focal Point System Members (GFPS) because they facilitate the implementation of gender mainstreaming in the organization.

- **The Target** - "the individual or group that must change or those that will benefit from development." The term target is used because these people are the focus of the change effort and play a crucial role in the short- and long-term success of an organization's gender mainstreaming efforts. To increase the likelihood of success, they must be educated to understand the changes that they are expected to accommodate. They must also be involved in the implementation process. People in the bureaucracy, the field workers, and the clients of the different organizations serve as the targets of gender mainstreaming. Officials and members of the bureaucracy are given GAD capability-building programs to engage them in the GM effort.

- **The Advocate** - "the individual or group seeking change but lacks the power to approve or enforce it." The presence and absence of GAD advocates determine the success rate of sustaining GAD mainstreaming initiatives. The presence of GAD advocates helps lay a solid foundation built on the appreciation of GAD as a rights-based approach to development.

3. **ENABLING MECHANISMS** - refers to the systems and mechanisms installed in the organization and the funds allocated for GAD activities such as the GAD Focal Point System (GFPS) and Knowledge Management (KM) System. The success of any gender mainstreaming effort depends largely on the resources allocated and the mechanisms that are institutionalized to implement it. Another example of an enabling mechanism for GAD is the GAD Funds Audit of the Commission on Audit (COA) which greatly helped to ensure institutional compliance to the minimum 5% utilization of the GAD budgets of agencies and local government units.

4. **PROGRAMS, ACTIVITIES AND PROJECTS (PAPs)** - refers to flagship programs or activities and projects that serve as a strategic entry point to mainstream GAD in an organization. PAPs are the most practical entry points since they involve the actual implementation of the mandate of an organization. Examples of PAPs are the review and issuance of revised GAD policies, application of gender analysis tools, conduct of GAD advocacy, and regular updating of GAD mechanisms such as the GAD database.

Levels of Gender Mainstreaming

The Enhanced GMEF introduces another level of gender mainstreaming: Level 5 (Replication and Innovation) in recognition of noteworthy GAD accomplishments of organizations that others are already using as standards.

Levels of Gender Mainstreaming

Level 1 — Foundation Formation

Level 2 — Installation of strategic mechanisms

Level 3 — GAD Application

Level 4 — Commitment Enhancement and Institutionalization

Level 5 — Replication and Innovation

While implementing gender mainstreaming, an organization may progress through the following levels:

Level 1: Foundation Formation – At this level, the organization's level of gender awareness is heightened by raising people's awareness and generating support for gender mainstreaming.

At this level, it is important to establish adherence to the following GAD essential elements which include four critical activities:

1. Creation and/or Strengthening of the GAD Focal Point System (GFPS) according to guidelines issued by appropriate oversight agencies like PCW, Commission on Higher Education (CHED), and the Department of the Interior and the Local Government (DILG) (e.g. PCW Memorandum Circular 2011-01: Guidelines for the Creation, Strengthening and Institutionalization of the Gender and Development (GAD) Focal Point System);

2. Building the organization's capabilities on understanding GAD (GAD Orientation, GST), identification and analysis of gender issues (Introduction to Gender Analysis and Gender Analysis Tools, etc.), applying programmatic response to remove specific GAD-related barriers (GAD Planning and Budgeting, GAD Strategic Planning), and identifying other relevant issue-specific training sessions necessary for effective gender mainstreaming.

3. Levelling Session/s or Orientation Session/s on the application of gender analysis tools such as the International Labor Organization (ILO) Participatory Gender Audit Tool/Process, Gender Mainstreaming Evaluation Framework (GMEF) and the Gender Responsive LGU Ka Ba? (GeRL Tool) for LGUs, among others, to help organizations identify areas for improvement and track the progress of their gender mainstreaming efforts.

4. Collection of the existing data of the organization and/ or of its external clients for sex-disaggregation.

Level 2: Installation of Strategic Mechanisms - This level marks the transition of the organization toward gender mainstreaming by creating enabling conditions supportive of GAD, such as:

1. Putting key people, necessary policies, support structures, systems, and mechanisms in place to facilitate and sustain gender mainstreaming; and

2. Initial application of GAD concepts and tools.

Some examples of establishing GAD mechanisms include having a functional Committee on Decorum and Investigation (CODI), Violence against Women and their Children (VAWC) referral system, barangay Violence against Women (VAW) desks, Women's Economic Empowerment (WEE) desk and other mechanisms responding to the gender needs of its internal and external clients. In this level, GAD activities move beyond compliance and commitment to women's empowerment and gender equality to address the gender issues of the organization's clients (internal and external).

Level 3: GAD Application - In this level, GAD-related activities are already institutionalized within the organization. Interventions are usually based on a strategic GAD agenda that guides GAD planning and budgeting implementation. Efforts to institutionalize gender mainstreaming cease to be sporadic and uncoordinated. The GPB has become more strategic in terms of applying gender analysis in regular programs which, results to an increased attribution of the GAD budget and/or more gender responsive programs. Some of these interventions are:

1. Gender efforts to produce intended or desired impact on women empowerment, and gender equality have been integrated and consolidated; and

2. GAD integration in the MFOs, mandates and performance indicators of the organization to ensure that GAD will be mainstreamed into the organization's operations (e.g. Issuance of CHED Memorandum Order 2015-01: Establishing the Policies and Guidelines on GAD in the Commission on Higher Education Institutions to "introduce and institutionalize gender equality and gender-responsiveness and sensitivity in the various aspects of Philippine higher education").

Level 4: Commitment Enhancement and Institutionalization - At this level, the organization has already institutionalized gender mainstreaming and is focused on sustaining its efforts. At the same time, it also challenges organization to continuously evaluate and improve their efforts. After all, the long-term goal is to improve the government's ability to consistently address gender issues and concerns.

By this time:

1. Gender mainstreaming efforts of the organization are continuously monitored and evaluated; and

2. GAD is integrated in all areas of an organization's operations, programs, and projects.

In producing the desired impacts, it is essential to examine the intended outcome of gender mainstreaming at this level, compared with the organization's status before the change was introduced.

Level 5: Replication and Innovation - This stage indicates that GAD has been fully integrated into the core responsibilities of the organization and is being recognized by others as a model in gender mainstreaming. The GFPS members of the organization do not only serve as internal experts but also technical assistance providers. GAD-related mechanisms established by the organization are also certified as learning hubs by national and/or international organizations. Noteworthy accomplishments of the organization may also be cited or featured in the news or GAD-related publications as examples of good or noteworthy practices in gender mainstreaming.

From Level 1 to Level 5, a series of activities, tasks, and decisions are implemented by the organizations and LGUs. These are illustrated by the GMEF descriptors that identify the scaling-up of GAD activities from Levels 1 to 5 in terms of gender mainstreaming efforts in policies, people, enabling mechanisms, and PAPs. In other stages, activities and tasks as results of strategic and operational plans developed by the GFPS members in consultation with PCW, partner institutions, and individual GAD experts.

APPENDICES

Guide for Accomplishing the GAD Checklists

Project Development Stage

The GAD checklist for project development contains 10 requirements for a gender-responsive project design (see Box 7). Project proponents and evaluators of the project proposal must ascertain the completeness of the requirements. There are three possible responses to the question "Has the required activity been done?" These are *no*, *partly*, and *fully*.

1. Put a check ☐ in the appropriate column (2a to 2c) under "Done?" to signify the degree in which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly complied with; and under col. 2c if an element, item, or question has been fully complied with.

2. A partial and a full yes may be distinguished as follows.

   a. For *Element 1.0*, a "partly yes" to Item 1.1 means meeting only with male officials, except a woman or a few women, that also happen to be officials within the proposing party or partner agency or organization: or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting with other stakeholders, including women and men that could be affected positively or negatively by the proposed project. A "partly yes" to Item 1.2, on the other hand, means that inputs or suggestions might have been sought from women and men beneficiaries but not considered at all in designing project activities and facilities.

   b. For *Element 2.0*, "partly yes" means some information has been classified by sex, but this may not be key data that will help identify key gender issues that a planned project must address. In contrast, a full "yes" requires that qualitative and quantitative data are cited in the detailed study of the development issue or project.

   c. For *Element 3.0*, a "partly yes" to Item 3.1 means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources) while a "partly yes" to Item 3.2 means that an analysis of either constraints or opportunities, instead of both, or an analysis of constraints and opportunities only by women or by men, has been done.

   d. For *Element 4.0*, "partly yes" means having a gender equality statement incorporated in any of the following levels: goal, purpose, or output. A full "yes" requires the integration of gender equality in at least two of the three levels.

   e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities, but no stated gender issues that will match the activities, while a full "yes" requires an identified gender issue and activities that seek to address this issue.

   f. For *Element 6.0*, a "partly yes" to Item 6.1 means women or girls comprise less than a third of the project's indirect or direct beneficiaries. Item 6.2 means the project focuses on affecting socioeconomic status with no consideration to women's empowerment. Item 6.3 means mitigating strategies deal only with minimizing negative impact on welfare, disregarding status. A full "yes" to an item under Element 6.0 means women or girls constitute at least a third of the project beneficiaries (Item 6.1), the project will impact on both material condition and status (6.2), and the project seeks to minimize negative impact on women's status as well as welfare (6.3).

   g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated, with no qualitative indicator of empowerment or status change.

h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information, but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor the GAD outcome and output results.

i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but not sufficient to ensure that the project will address relevant gender issues (9.1), or to build GAD capacities among project staff or the project agency, or to tap external GAD expertise (9.2).

j. For *Element 10.0*, a "partly yes" to Item 10.1 means there is mention of the agency's GAD plan, but no direct connection is made to incorporate the project's GAD efforts into the plan. To Item 10.2, there is mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives. Item 10.3 means the project has a sustainability plan for its GAD efforts, however, it does not specify how these efforts will be institutionalized.

3. Enter the appropriate score for an element or item under column 3.

   a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.

   b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 4.0, 5.0, 7.0, and 8.0 is "1." For elements that have two or more items or questions (such as Elements 1.0, 3.0, 6.0, and 10.0), the rating for a "partial yes" is the sum of the scores of the items or questions that fall short of the maximum "2.0."

   c. Because Elements 1.0 and 3.0 have been broken down into two items each, the maximum point (full "yes") for each item is pegged at "1.0" and that for "partly yes" is "0.5." The score for the element will be a positive number lower than "2.0," the maximum score for the element.

   d. For Elements 6.0 and 10.0, which have three items each, the maximum score for each item is pegged at "0.67" and for "partly yes" is "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.

   e. For Element 9.0, which has two items (9.1 and 9.2), the maximum score for each item is pegged at "1.0" and for "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 9.0 would be "partly yes" with a score of "1.0." If a project scores "partly yes" (0.5) in one item but no (0) in the other, the total rating for the element will be "0.5."

4. For an element (col. 1) that has more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.

5. Add the scores in the thickly bordered cells under column 3 to get the GAD score for the project identification stage.

   a. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

Box 7. Summary Checklist for the Assessment of Proposed Projects

Element and Item/Question (Col. 1)	Done? (Col. 2)			Score for an item/element (Col. 3)	Results or Comments (Col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0. *Involvement of women and men (Max Score: 2; 1 for each item)*					
1.1. *Participation of women and men in beneficiary groups in problem identification (possible scores: 0, 0.5, 1.0)*					
1.2. *Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)*					
2.0. *Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0)*					
3.0. *Conduct of gender analysis and identification of gender issues (max score: 2; 1 for each item)*					
3.1. *Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)*					
3.2. *Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0)*					
4.0. *Gender equality goals, outcomes, and outputs (possible scores: 0, 1.0, 2.0)* Does the project have clearly state gender equality goals, objectives, outcomes, or outputs?					
5.0. *Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0)* Do the strategies and activities match the gender issues and gender equality goals identified?					
6.0. *Gender analysis of likely impacts of the project (max score: 2; for each item or question, 0.67)*					
6.1. *Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)*					
6.2. *Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)*					
6.3. *Has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.33, 0.67)*					

7.0. **Monitoring targets and indicators (possible scores: 0, 1.0, 2.0)** Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes?					
8.0. **Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0)** Does the project M&E system require sex-disaggregated data to be collected?					
9.0. **Resources (max score: 2; for each question, 1)**					
9.1. Is the project's budget allotment sufficient for gender equality promotion or integration? Or, will the project tap counterpart funds from LGUs/partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2. Does the project have the expertise to promote gender equality and women's empowerment? Or, is the project committed to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10.0. **Relationship with the agency's GAD efforts (max score: 2; for each question or item, 0.67)**					
10.1. Will the project build on or strengthen the agency/ NCRFW/ government's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) If the agency has No GAD Plan: Will the project help in the formulation of the implementing agency's GAD plan?					
10.2. Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
10.3. Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE - PROJECT IDENTIFICATION DESIGN STAGES					

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 issue/s 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).

GMEF ORGANIZATION ASSESSMENT QUESTIONNAIRE POLICY

The policy questionnaire consists of 13 descriptors that track the progress of an organization's efforts in integrating GAD into its plans and policy issuances.

❖ At the **Foundation Formation level**, organizations issue policies supporting the elements of GAD Planning and Budgeting, review existing policies to ensure consistency with new GAD issuances, and issue documents to support attendance to PCW-led GAD-related events.

❖ At the **Installation of Strategic Mechanisms level**, organizations progress to the issuance of policies to address gender issues using gender-fair language and images for both internal and external clients.

❖ At the **GAD Application level**, a GAD agenda or strategic framework is already adopted and implemented to ensure that GAD is integrated in the organization's major programs and projects.

❖ At the **Commitment Enhancement and Institutionalization level**, the plans and policies of the organization have already resulted in positive impacts.

❖ At the **Replication and Innovation level**, these plans and policies are continually enhanced and used as standards by other organizations in developing their gender-sensitive policies and plans.

GUIDE FOR ANSWERING THE GMEF ORGANIZATIONAL ASSESSMENT QUESTIONNAIRES

1. Each item is marked with specific scores representing (1) YES; (2) PARTLY YES and (3) NO. Indicate a score in the appropriate column to signify the degree to which your organization has complied with the GAD element required.
2. Under the MOV/Remarks column, indicate/attach the means of verification required or provide an explanation for the response. Failure to provide the appropriate MOVs could disregard/invalidate the "partly yes" or "fully yes" scores of the organization.
3. Transfer all the scores per questionnaire to the GMEF Score Sheet.

GMEF SCORESHEET

Name of the Organization Assessed: _____

Date Administered: _____

Inclusive Period of Assessment: _____

Key Areas	Score
Policy	
1. Issuance of initial policies on GAD	
2. Issuance of policies to mainstream GAD in the organization	
3. Integration of GAD in the Organization's Policies	
4. Updating and Continuous Enhancement of GAD Policies	
5. Model GAD Policy	
Sub-Total:	
Level for Policy:	
People	
1. On Establishing GFPS & GAD Champions/Advocates	
2. On GAD Initiatives & Capacity Development Activities	
3. GAD Sponsorship & Related Programs	
4. GAD Champions as Program Implementers	
5. GAD Experts	
Sub-Total:	

4. To get the total score per entry point, add the sub-total scores per questionnaire and refer to the following legend of scores to determine the organization's level of GAD mainstreaming efforts:

	Ranges	Level Description
Level per Entry Point	0 - 7.99 points	1. Foundation Formation
	8 - 14.99 points	2. Installation of Strategic Mechanisms
	15 - 19.99 points	3. GAD Application
	20 - 23.99 points	4. Commitment Enhancement and Institutionalization
	24 - 25 points	5. Replication and Innovation

5. To get the overall level of the GAD mainstreaming efforts of the organization, add all the scores per entry point and refer to the following legend of scores to interpret the ratings:

	Ranges	Level Description
Overall Level	0 - 30.99 points	1. Foundation Formation
	31 - 60.99 points	2. Installation of Strategic Mechanisms
	61 - 80.99 points	3. GAD Application
	81 - 95.99 points	4. Commitment Enhancement and Institutionalization
	96 - 100 points	5. Replication and Innovation

6. Organizations should take note of questions/descriptors with "NO" and "PARTLY YES" responses and design programs or undertake activities to improve their score.

7. The organization may re-administer the GMEF Organizational Assessment Questionnaires after a specified period of time (e.g. every 3 years) to keep track of its GAD mainstreaming efforts.

<div align="center">

GMEF SCORESHEET

</div>

Name of Organization Assessed: _____

Date Administered: _____

Inclusive Period of Assessment: _____

Key Areas	Score
Policy	
1. Issuance of initial policies on GAD	
2. Issuance of policies to mainstream GAD in the organization	
3. Integration of GAD in the Organization's Policies	
4. Updating and Continuous Enhancement of GAD Policies	
5. Model GAD Policy	
Sub-Total	
Level for Policy:	
People	
1. For Establishing GFPS and GAD Champions/Advocates	
2. For GAD Initiatives and Capacity Development Activities	
3. For GAD Sponsorship and Related Programs	

4. GAD Champions as Program Implementers			
5. GAD Experts			
		Sub-Total	
Level for People:			
Enabling Mechanisms			
1. Setting up of Essential GAD Mechanisms			
2. Functional GAD Mechanisms			
3. Integration of GAD in the Organization's Mechanism			
4. Advanced GAD Structures and Systems			
5. Model GAD Structures and Systems			
		Sub-Total	
Level for Enabling Mechanisms:			
Programs, Activities and Projects			
1. Initial Activities to Facilitate GAD Mainstreaming			
2. Establishing Commitment towards GAD Mainstreaming			
3. GAD Application			
4. GAD Commitment and Institutionalization			
5. Model PAPs			
		Sub-Total	
Level for PAPs:			
		TOTAL SCORE:	
Over-all Level:			

POLICY ORGANIZATIONAL ASSESSMENT QUESTIONNAIRE					
DESCRIPTORS	**SCORE**			**Score per item**	**Means of Verification/Remarks**
	NO	**PARTLY**	**YES**		
1. Issuance of Foundational Policies (max score: 5; for each item or question, 1.67)					
1.1 Has the organization issued policies articulating support to GAD mandates and establishing the essential elements of GAD Planning and Budgeting? *(possible scores are 0, 0.83 and 1.67)*	No policy/policies articulating support to GAD mandates and establishing essential elements of GAD planning and budgeting issued	Policy/policies articulating support to GAD mandates and establishing at least one (1) essential element of GAD planning and budgeting issued	Policy/policies articulating support to GAD mandates and establishing all four essential elements of GAD planning and budgeting issued		Enumerate the GAD related policies issued *(e.g., policy on setting up GFPS or GAD Office; collection and maintenance of sex-disaggregated database; conduct of organization-wide gender audit; capacity-building plan for GFPS and HR of organization).* <table><tr><td>Policy Title</td><td>Purpose/ Subject Matter</td><td>Date Issued</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
1.2 Has the organization conducted a review of existing policies for consistency with emerging GAD issues? *(possible scores are 0, 0.83 and 1.67)*	No policy reviewed	Some existing policies reviewed but no new policies re-issued and/or revised	Some existing policies reviewed, revised and re-issued		Enumerate policies reviewed and/or re-issued/ revised for consistency with new GAD issuances *(e.g. policy reconstituting the GAD Focal Point System based on MC 2011-01, etc.).* <table><tr><td>Title</td><td>Type</td><td>Purpose/ Subject Matter</td><td>Date Issued</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>

1.3 Has the organization issued broad statements of intentions or aspirations reflecting its support for GAD-related activities? *(possible scores are 0, 0.83 and 1.67)*	No broad statement supporting GAD-related activities issued	1-2 broad statements supporting GAD-related activities issued	3 or more broad statements supporting GAD-related activities issued		Enumerate broad statements issued in support of GAD related activities/issues *(e.g., memorandum for the organization to participate in Women's Month activities, 18-day Campaign on VAW, etc).*

Enumerate broad statements issued in support of GAD related activities/issues *(e.g., memorandum for the organization to participate in Women's Month activities, 18-day Campaign on VAW, etc).*

Title	Type	Purpose/ Subject Matter	Date Issued

Sub-total GMEF Score (Level 1 Policy)					

2. Issuance of Policies to mainstream GAD in the Organization (max score: 5; for each item or question, 1.67)

2.1 Has the organization issued policies reflecting its interest for gender mainstreaming? *(possible scores are 0, 0.83 and 1.67)*	No policy reflecting the organization's interest for gender mainstreaming issued	1-2 policies reflecting the organization's interest for gender mainstreaming issued	3 or more policies reflecting the organization's interest for gender mainstreaming issued		List all policies issued by the organization related to gender mainstreaming *(e.g. issuance of DOH department order to integrate GAD in all programs):*

Title	Type	Purpose/ Subject Matter	Date Issued

3.2 Has the organization integrated GAD perspective in its organizational and/ or national/sectoral plan/s? *(possible scores are 0, 0.83 and 1.67)*	GAD perspective not yet integrated in organizational and/ or national/ sectoral plan/s	GAD perspective integrated in selected areas of the organizational and/ or national/sectoral plan/s	GAD perspective integrated in all areas of the organizational and/or national/ sectoral plan/s		Enumerate the organizational and/or national/ sectoral plan/s in which GAD has been integrated *(e.g. Philippine Development Plan, Annual Budget Call or Gender-Responsive LGU Plans such as Comprehensive Development Plan for LGU)* Organizational Plans *(e.g., Work Plan, Capacity Development Plan, Procurement Plan; Sectoral Plan i.e. Youth Plan, Disaster Plan, Disability Plan etc.)*

Title	Type	Date Issued

3.3 Has the organization formulated organizational/national/ sectoral policies on GAD? *(possible scores are 0, 0.83 and 1.67)*	No organizational/ national/sectoral policies on GAD issued	1-2 organizational/ national/ sectoral policies on GAD issued	3 or more organizational/ national/sectoral policies on GAD issued		Provide complete title of sector specific GAD policies issued *(e.g. Agency provision in the MCW i.e. CSC-Special Leave for Women, DFA-establishment of Gender Focal Point Officer in Philippine Embassies and Consulates, GAD Code, RH Code and NAP WPS)* and attach copies if available.

Title	Type	Purpose/ Subject Matter	Date Issued

Sub-total GMEF Score (Level 3 Policy)					

4. Updating and Continuous Enhancement of GAD Policies (max score: 5; for each item or question, 1.67)

4.1 Has the organization's GAD policy/policies resulted in bridging gender gaps of its clients (internal and external)? *(possible scores are 0, 0.83 and 1.67)*	No gender gaps addressed by GAD policy/policies	Gender gaps of either internal and/or external clients are addressed by 1-2 GAD policies	Gender gaps of either internal and/or external clients are addressed by 3 or more GAD policies		List down existing GAD policies of the organization and how it bridged gender gaps of its internal and/or external clients *(e.g. lowering and responding to the cases Violence against Women*

Title of GAD Policy Issued	Intended Client/ Beneficiaries	Gender Gaps Addressed

Attach a copy of the policy assessment or Gender Impact Assessment conducted by the organization, if applicable.

4.2 Has the organization used the results of gender analysis in the development and/ or enhancement of policies? *(possible scores are 0, 0.83, and 1.67)*	Results of gender analysis was not used in the development and/or enhancement of policies	Results of gender analysis used in the development and/or enhancement of 1-2 policies	Results of gender analysis used in the development and/or enhancement of 3 or more policies		Enumerate enhanced policies, guidelines and/ or documents enhanced based on the results of gender analysis.

Policy/ Guidelines and/or Documents Enhanced	Gender Analysis Tools Used	Remarks

4.3 Has the organization integrated GAD perspective in its Vision, Mission and Goals? *(possible scores are 0, 0.83, and 1.67)*	GAD perspective not yet integrated in the Vision, Mission or Goals	GAD perspective integrated in either the Vision, Mission or Goals	GAD perspective integrated in the Vision, Mission and Goals		Identify where GAD perspective is integrated in the Vision, Mission and/or Goals (VMG) of the organization.

Sub-total GMEF Score (Level 4 Policy)					

5. Model GAD Policies (max score: 5; for each item or question, 5)

5.1 Has the organization's GAD policies been used as model/standard by other organizations? *(possible scores are 0, 2.5 and 5)*	Other organizations have not used the organization's policy/ policies as model or standard	1-2 organization/s have used the organization's policy/ policies as model/ standard	3 or more organizations have used the organization's policy/ policies as model/ standard		List down existing GAD policies used as a model or replicated by other organizations *(e.g., GAD Agenda or Strategic Framework for NGAs; Policy creating a Provincial GAD Office or GAD Code for LGUs)*

GAD Policy	Organization/ Agency Adopting/ Replicating the Policy	Remarks

Sub-total GMEF Score (Level 5 Policy)					

TOTAL GMEF SCORE (Policy)					

PROGRAMS, ACTIVITIES AND PROJECTS (PAPs) ASSESSMENT QUESTIONNAIRE					
DESCRIPTORS	**SCORE**			**Score per item**	**Means of Verification/Remarks**
	NO	**PARTLY**	**YES**		
1. Initial Activities to Facilitate GAD Mainstreaming (max score: 5; for each item or question:0.83)					
1.1 Is the organization observing international/ national/local GAD-related events *(possible scores are 0, 0.41 and 0.83)*	Organization has not initiated or participated in the observance of international/ national/ local GAD-related events	Organization initiated or participated in 1-2 observance of international/ national/ local GAD-related events	Organization initiated or participated in 3 or more observance of international/ national/ local GAD-related events		Enumerate GAD-related events initiated or participated by the organization (e.g. International Women's Day celebration). GAD-related event / Initiated / Participated / Date Conducted
1.2 Has the organization conducted Basic GAD Orientation or Gender Sensitivity Training (GST) for its clients (internal and external)? *(possible scores are 0, 0.41 and 0.83)*	No Basic GAD orientation or GST conducted for its clients	Basic GAD Orientation or GST conducted for either internal or external clients	Basic GAD Orientation or GST conducted for both internal and external clients		Attach training design, attendance sheets and results of training evaluation, if available. If no, explain why GAD Orientation or Gender Sensitivity Training (GST) has not been conducted for the organization's clients.
1.3 Has the organization conducted consultation activities with clients (internal and external) to identify gender issues and corresponding strategies? *(possible scores are 0, 0.41 and 0.83)*	No consultation conducted with clients	Conducted consultation with either internal or external clients to identify gender issues and corresponding strategies	Conducted consultation with both internal and external clients to identify gender issues and corresponding strategies		Discuss the results of consultation activities conducted. Group Consulted (Internal/ External) / Purpose / Results of Consultation (gender issues and strategies identified) If consultations were conducted, what gender-related issues were reflected in the GPB?
1.4 Has the organization consulted PCW and relevant organizations/ individuals on its GAD mainstreaming efforts? *(possible scores are 0, 0.41 and 0.83)*	No consultation conducted at all	Initiated consultation with either PCW or relevant organizations/ individuals on its GAD mainstreaming efforts	Initiated consultation with both PCW and relevant organizations/ individuals on its GAD mainstreaming efforts		Enumerate results of consultations initiated including names of organizations/individuals consulted. Name of organizations/ individuals Consulted / Agenda of the Consultation / Results of the Consultation
1.5 Has the organization reviewed and revised existing Information/Education/ Communication (IEC) materials and Knowledge Products (KPs) to ensure use of gender-fair language and images? *(possible scores are 0, 0.41 and 0.83)*	No review of existing IEC materials and KPs conducted	1-3 existing IEC materials and KPs reviewed but not revised	4 or more existing IEC materials and KPs reviewed and revised		Provide a list of IEC materials reviewed and revised to ensure use of gender-fair language and images.
1.6 Has the organization set up a GAD corner? *(possible scores are 0, 0.41 and 0.83)*	No plan to set up GAD corner	GAD IEC materials and KPs compiled and collected to set up GAD corner	Established GAD corner with updated GAD IEC materials and KPs		Provide a copy of the plan or photo layout of the GAD corner and list down titles of existing Information/Education/Communication (IEC) materials and KPs available for use and reference of clients and GAD Focal Point System (GFPS) members.
Sub-total GMEF Score ***(Level 1 PAPs)***					
2. Establishing Commitment towards Gender Mainstreaming (max score: 5; for each item or question: 0.62)					
2.1 Has the organization formulated GAD agenda or strategic framework? *(possible scores are 0, 0.31 and 0.62)*	No GAD agenda or strategic framework formulated	Draft GAD agenda or strategic framework formulated	GAD agenda or strategic framework formulated and approved		Attach draft or approved GAD agenda and/ or strategic framework *(e.g. Department Order setting 3-year GAD agenda of agencies or GAD Code for LGUs).*
2.2 Has the organization developed its GAD Plan and Budget (GPB) based on GAD agenda, emerging gender issues, international/ national GAD mandates and/or results of gender analysis? *(possible scores are 0, 0.31 and 0.62)*	GPB is not based on GAD agenda/GAD Code, emerging gender issues, international/national GAD mandates and/ or results of gender analysis	GPB is based on at least 1 of the following: GAD agenda/GAD Code, emerging gender issues, international/ national GAD mandates and/or results of gender analysis	GPB is based on at least 3 of the following: GAD agenda/GAD Code, emerging gender issues, international/ national GAD mandates and/or results of gender analysis		Attach GPB for the most recent fiscal year citing the basis for its development. Content of GPB / Basis of Development (GAD agenda/ GAD Code, emerging gender issues, international/ national GAD mandates/ results of gender analysis) / Remarks

2.3 Has the organization conducted deepening sessions on GAD based on the results of the Training Needs Assessment (TNA) or updated GAD policies and tools as part of the continuing capacity development of GAD Focal Point System (GFPS) and concerned staff members? *(possible scores are 0, 0.31 and 0.62)*	No deepening sessions on GAD conducted	Conducted deepening session/s on GAD for either the GFPS or concerned staff members but not based on the results of TNA or updated GAD policies or tools	Conducted deepening sessions on GAD for either GFPS or concerned staff members based on the results of TNA or updated GAD policies or tools		Enumerate the deepening sessions on GAD conducted for GFPS and concerned staff:

Title of of Deepening Session	TA Provider (in house trainer, PCW)	Date Conducted

Also attach a copy of Training Needs Analysis (TNA) results and design of deepening sessions.

If TNA was not administered, please explain how the organization identified the need for deepening sessions and explain the basis for the training design/s used.

2.4 Has the organization used Gender Analysis (GA) tools and techniques in the review, enhancement or development of PAPs? *(possible scores are 0, 0.31 and 0.62)*	No GA tool applied to develop, review and/or enhance PAPs	Results of the application of GA tools used to review, enhance or develop 1-2 PAPs	Results of the application of GA tools used to review, enhance or develop 3 or more PAPs		Enumerate GA tools used to develop, review and/or enhance PAPs.

Name of PAPs	GA tools Applied	Results of Application

2.8 Has the organization created a GAD section in its website? *(possible scores are 0, 0.31 and 0.62)*	No GAD section in the agency website	Developed GAD section in organization website but not updated	Developed GAD section in organization website and regularly updated		Please list website link for the GAD Section of the organization.
Sub-total GMEF Score (Level 2 PAPs)					

3. GAD Application (max score: 5; for each item or question: 0.71)

3.1 Has the organization monitored the implementation of its GAD Programs/ Activities/Projects (PAPs)? *(possible scores are 0, 0.35 and 0.71)*	Implementation of GAD PAPs not monitored	Implementation of GAD PAPs intermittently monitored and not reported	Implementation of GAD PAPs regularly monitored and reported		Attach monitoring reports on the implementation of GAD PAPs.
3.2 Has the organization prepared and submitted on time its GAD Plan and Budget (GPB) and GAD Accomplishment Report (GAD AR)? *(possible scores are 0, 0.35 and 0.71)* *PCW endorses GPBs of NGAs, GOCCs and SUCs* **DILG endorses GPBs of LGUs*	GPB and GAD AR not submitted to PCW/DILG	GPB and GAD AR submitted to PCW*/ DILG** but not endorsed	GPB and GAD AR endorsed by PCW*/ DILG**		Provide copies of submitted and/or endorsed GAD Plans and Budgets (GPBs) and GAD Accomplishment Reports (GAD ARs), including cover letters.

3.3 Has the organization conducted and sustained the GAD capacity development of its clients (internal and external)? *(possible scores are 0, 0.35 and 0.71)*	No GAD capacity development conducted and sustained for clients	GAD capacity development conducted and sustained for either internal or external clients	GAD capacity development conducted and sustained for both internal and external clients		List GAD capacity development activities conducted for clients.

GAD Capacity Development Activities	Target Participants	Inclusive Dates

3.4 Has the organization conducted GAD capacity development sessions for its internal GAD experts? *(possible scores are 0, 0.35 and 0.71)*	No GAD capacity development session conducted to develop internal GAD experts	Conducted GAD capacity development session but no internal GAD experts developed	Conducted GAD capacity development session that resulted in the development of internal GAD experts		Enumerate GAD capacity development sessions conducted, and provide a list of internal experts and their areas of expertise developed through these sessions.

Title and Date of GAD Capacity Development Activity Conducted	Internal GAD Experts Developed	Remarks

3.5 Has the organization regularly applied Gender Analysis (GA) tools in the development planning cycle (planning, implementation and management, and monitoring and evaluation)? *(possible scores are 0, 0.35 and 0.71)*	No GA tools applied in development planning cycle	GA tools applied in 1-2 levels of the development planning cycle	GA tools applied in all levels of the development planning cycle		Enumerate GA tools applied in any stage of the development planning cycle and the frequency of application.

GAD Tools Applied	Purpose of Application	Result of Application	Date of Application

3.6 Has the organization regularly updated its GAD section in the website? *(possible scores are 0, 0.35 and 0.71)*	GAD section has not been updated for more than a year	GAD section updated annually	GAD section updated quarterly or more often		Provide a schedule involving the update of the GAD section in the organization's website.
3.7 Has the organization set up a Knowledge Management (KM) system as a mechanism to transfer knowledge on GAD? *(possible scores are 0, 0.35 and 0.71)*	No existing plan to set up KM	Has initial plan to set up KM	Has set up a KM system to transfer knowledge on GAD		Attach the Knowledge Management (KM) system plan/framework or web link.
Sub-total GMEF Score (Level 3 PAPs)					

4. GAD Commitment and Institutionalization (max score: 5; for each item or question, 1.0)

4.1 Has the organization sustained implementation and monitoring of international, national and local GAD mandates in its PAPs? *(possible scores are 0, 0.5, and 1)*	GAD mandate not implemented and monitored	GAD mandates continuously implemented but not regularly monitored by the organization	GAD mandates continuously implemented and regularly monitored by the organization		List down GAD-related mandates being implemented and monitored by the organization and attach the relevant monitoring reports.

4.2 Has the organization conducted organizational/sector-specific capacity development sessions on GAD for clients (internal and external)? *(possible scores are 0, 0.5, and 1)*	No organizational sector-specific capacity development session/s on GAD conducted	Organizational/sector-specific GAD capacity development session/s conducted for either internal or external clients	Organizational/sector-specific GAD capacity development session/s conducted for both internal or external clients		List down titles of organizational/sector-specific capacity development session/s on GAD conducted or discuss status of the development of sector-specific GAD capacity development session/s for clients being done by the organization *(e.g. Women's Economic Empowerment, Gender and Justice, Gender and Climate Change).* Title of Organizational/Sector-Specific Capacity Development Program on GAD / Participants / Purpose Attach activity reports and/or documentation of the sector-specific capacity development sessions conducted.
4.3 Does the organization regularly apply gender analysis (GA) tools to assess gender-responsiveness of programs/activities/ projects (PAPs)? *(possible scores are 0, 0.5, and 1)*	GAD tools not applied to assess PAPs	GAD tools used to assess gender-responsiveness of 1-2 PAPs	GAD tools used to assess gender-responsiveness of 3 or more PAPs		List down Programs/Activities/Projects (PAPs) assessed and list of gender analysis (GA) tools regularly applied by the organization. GA Tools Applied / PAP Assessed / Results of Application
4.4 Has the organization developed a sustainability action plan for its GAD PAPs? *(possible scores are 0, 0.5, and 1)*	No sustainability action plan on GAD PAPs formulated	Draft sustainability action plan on GAD PAPs formulated	Sustainability action plan on GAD PAPs formulated and approved		Attach draft or approved sustainability action plan on GAD PAPs of the organization.
4.5 Has the organization conducted impact evaluation of its GAD PAPs? *(possible scores are 0, 0.5, and 1)*	Gender impact assessment not yet conducted	Impact assessment of GAD PAPs on-going	Impact assessment of GAD PAPs completed and reported		Attach a copy of Gender Impact Assessment Report of the organization's GAD PAPs.
	Sub-total GMEF Score (Level 4 PAPs)				
5. Model PAPs (max score: 5; for each item or question: 1.25)					
5.1 Has the organization been recognized as a GAD learning hub for its notable GAD PAPs? *(possible scores are 0, 0.62 and 1.25)*	Organization is still developing notable GAD PAPs	Organization has been recognized as a learning hub but GAD PAPs are not yet replicated	Organization has been recognized as a learning hub and its GAD PAPs are replicated by other organizations		List down awards/citations/recognitions/ nominations received. GAD Program/Activity/Project Recognized / Award/Citation Received / Year If nominated/cited/certified, kindly attach photocopy of certificate/recognition received and include press releases, photos, and documented testimonies, if applicable.
5.2 Has the organization's partnership with stakeholders resulted in a convergence model that is recognized and replicated by other organizations? *(possible scores are 0, 0.62 and 1.25)*	No convergence model resulting from partnership	Convergence model recognized but not replicated	Convergence model recognized and replicated		Describe GAD convergence model that resulted from the partnership and list down organizations that replicated it.
5.3 Has the organization's Knowledge Products (KPs) and Information/Education/ Communication (IEC) materials on GAD been used by other organizations? *(possible scores are 0, 0.62 and 1.25)*	GAD KPs and GAD IEC materials not yet cited as reference by other organizations	GAD KPs and GAD IEC materials used and cited as reference by at 1-2 organizations	GAD KPs and GAD IEC materials used and cited as reference by 3 or more organizations		List down GAD KPs and GAD Information/Education/Communication (IEC) materials developed and utilized by the organization *(e.g. MCW mobile application, videos, brochures, etc.).* Type of GAD KP/GAD IEC Material / GAD KP/GAD IEC Material Developed / Organizations that Utilized GAD KP/GAD IEC Material / Remarks
5.4 Has the organization's existing award/incentive system been integrated with GAD perspective? *(possible scores are 0, 0.62 and 1.25)*	Award system not yet integrated with GAD perspective	Award system being reviewed for integration of GAD perspective	Award/incentive system integrated with GAD perspective		Attach criteria for the existing award/incentive system integrated with GAD perspective and provide list of the awardees.
	Sub-total GMEF Score (Level 5 PAPs)				
	TOTAL GMEF SCORE (PAPs)				

REWARDS AND RECOGNITION

		Recognition of Outstanding Performance on Gender and Development (GAD) **GAD Champion Award** (Regional Office)
	Description	**Details**
a.	Definition and Legal Basis	The GAD Champion Award is given to a Functional Division of the Regional Office that advances the implementation of Gender and Development. This is given to motivate, acknowledge, and reward the Functional Division that has achieved remarkable performance in the Utilization of the GAD budget and ensuring that GAD has been mainstreamed as evidenced using Harmonized Gender and Development Guidelines (HGDG) in all its Projects, Programs and Activities to measure the amount attributable to GAD. This award recognizes the Functional Divisions that have demonstrated exceptional commitment to promoting gender equality and women's empowerment. Legal Bases: ● The **Women in Development and Nation Building Act (Republic Act No. 7192)**: This law promotes women's rights and participation in national development. It includes provisions for equal opportunities in all government and private sectors. ● The **Gender and Development (GAD) Budget Policy**: Introduced through the General Appropriations Act (GAA) in 1995, this policy mandates that all government departments and agencies allocate at least 5% of their annual budgets to gender and development programs. The GAD Budget funds activities that contribute to gender equality and empower women. ● **DepEd Order No. 32 s. 2017**: The Department of Education (DepEd) issues the **Gender-Responsive Basic Education Policy** in line with its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others.
b.	Qualification (Include Period of Reference)	1. All Functional Divisions will submit their documents to the PRAISE Selection Committee for evaluation. 2. Three (3) winners will be declared as First, Second and Third . 3. The award shall be given once a year during the Annual Awarding Ceremony of the Regional Office.

c.	Criteria Evaluation	All Functional Divisions in the Regional Office are considered nominees for the award. 1. **Utilization of GAD budget - 60%** This refers to the requirement that at least 5% of the total agency's budget is allocated towards initiatives promoting Gender and Development. This can include programs, activities, and projects that address gender issues or contribute towards gender equality and women's empowerment. 2. **Institutionalization of the HGDG in PPA's - 40%** This refers to the Percentage of Projects, Programs and Activities (PPAs) subjected to the Harmonized Gender and Development Guidelines (HGDG) Checklist.
d.	Documentary Requirements	1. Each Functional Division must submit its GAD Accomplishment Report of the preceding fiscal year following the prescribed template indicating the percentage of GAD Budget utilization for the year with HGDG Checklist as attachment. 2. The GAD AR must be signed by the FD GAD Focal person, reviewed by the chief and approved by the Regional Director.
e.	Awards/ Incentives	Winners will receive the following: ● First - Plaque of Recognition and cash prize of P5,000.00 ● Second - Plaque of Recognition and cash prize of P 3,000.00 ● Third - Plaque of Recognition and cash prize of P1,000.00

Recognition of Outstanding Performance on Gender and Development (GADvocate Awards) for Schools and Individual Teachers	
Description	**Details**
a. Definition and Legal Basis	The GADvocate Awards for Gender and Development (GAD) are given in order to motivate, acknowledge, and reward the teachers and schools that have demonstrated exceptional commitment to promoting gender equality and women's empowerment. ● **Recognition and Motivation**: The awards serve as a mechanism to recognize the efforts of those who have made significant contributions to gender and development. They also serve to motivate others to strive for similar achievements. ● **Promotion for Best Practices**: By giving awards, organizations can highlight successful strategies and practices that have led to significant progress in the field of gender and development. These can serve as models for others to learn from and replicate. ● **Awareness and Advocacy**: The awards can help raise awareness about gender issues and encourage a broader societal commitment to gender equality. They also provide a platform for advocacy, pushing for continued attention and action on gender and development.

	● **Accountability**: The awards serve as a mechanism for holding entities accountable for their gender commitments and actions. They reward those who are doing well, while highlighting those who need to do more. ● **Capacity Building**: They can foster a culture of continuous learning and improvement. By striving to win such awards, organizations are often encouraged to self-respect, assess their own practices, and strive for better. By recognizing and celebrating the outstanding achievements in gender and development, such awards play a crucial role in advancing gender equality and social progress. In the Philippines, the legal basis for promoting gender and development and providing awards in this field comes from a range of legal and institutional frameworks. Some of the relevant laws and frameworks include: ● The **Magna Carta of Women** (**Republic Act No. 9710**): Passed in 2009, this is a comprehensive law on women's rights and gender equality. It promotes the empowerment of women and ensures equal opportunities for men and women in social, economic, and political fields. ● The **Women in Development and Nation Building Act** (**Republic Act No. 7192**): This law promotes women's rights and their participation in national development. It includes provisions for equal opportunities in all government and private sectors. ● The **Gender and Development (GAD) Budget Policy**: This policy mandates that all government departments and agencies allocate at least 5% of their annual budgets to gender and development programs. The GAD Budget is used to fund activities that contribute to gender equality and women's empowerment. ● The **Philippine Development Plan** (**PDP**): This is a mid-term plan drafted by the National Economic and Development Authority (NEDA) that has specific provisions for gender and development. ● **D.O. 32 s. 2017**: Gender Responsive Basic Education Policy: This policy commits to integrate the principles of gender equality, gender sensitivity, non-discrimination and human rights in the provision and governance of basic education in the Department of Education.

b. Qualification (Include Period of Reference)	A. Selection Procedure:
	
	1. The selection committee of the Schools Division Office must have approved the nominees for this award.
	2. 2. Each SDO will only submit one nominee in each sub-category.
	B. Number of Awardees:
	B.1. School Category:
	    ● There will be two sub-categories: Elementary and Secondary.
	    ● Three winners in each sub-category shall be declared: First, Second, and Third place winners.
	B.2 Individual Category:
	    ● There will be two sub-categories in this category: Elementary and Secondary.

	● Three winners will be declared in each sub-category: First, Second and Third place winners. C. The award shall be given once a year during the AGILA-EAGLE Awarding Ceremony. D. The winners shall be determined based on the results of the evaluation and deliberation of the PRAISE Committee in the Regional Office.
c. Criteria Evaluation	**The School Category has the following parameters:** ✓ **Utilization of at least 5% of the total GAD budget**: This refers to the requirement that at least 5% of the agency budget is allocated towards initiatives promoting Gender and Development. This can include programs, activities, and projects that address gender issues or contribute towards gender equality and women's empowerment. ✓ **Functional Committee on Decorum and Investigation** (**CODI**): A CODI is a committee required in workplaces to handle f sexual harassment cases. A functional CODI actively investigates complaints, promotes awareness about sexual harassment, and maintains decorum in the workplace. ✓ **Institutionalization of GAD Focal Point System**: The GAD Focal Point System is a strategy to ensure the integration of gender perspectives at all levels within an organization. Institutionalizing it means establishing this system as a permanent and integral part of the organization's structure and operations. It involves putting in place mechanisms, resources, and structures to facilitate and ensure gender mainstreaming. ✓ **Establishment of Breastfeeding Station and Child-Minding Station**: This pertains to the creation of dedicated spaces within the workplace for breastfeeding and childcare. These are aimed at supporting working parents, particularly women, and promoting a family-friendly work environment. ✓ **Establishment of GAD Database**: This refers to creating a comprehensive system or database to collect, store, and analyze data on gender issues. This can be used to monitor gender inequalities, evaluate the effectiveness of gender initiatives, and inform decision-making. ✓ **Establishment of GAD Corner**: This is about setting up a dedicated space or corner in the office or another communal area where information about gender issues and the organization's GAD initiatives can be shared. This can include posters, pamphlets, books, and other resources. ✓ **Implementation of GAD-related initiatives or GAD-related best practices**: This involves putting into action initiatives or practices aimed at promoting gender equality and women's empowerment. This could include gender-sensitive policies, programs addressing gender-based violence, initiatives to promote women's leadership, training programs on gender issues, and more.

Indicator	Criteria				Score
1. Utilization of at least 5% of the total GAD budget (20 pts)	No evidence of utilization of GAD Budget	Utilization of below 5% (1-10 pts)	Utilization within 5% (11-15 pts)	Utilization of above 5% (16-20 pts)	

		(0 pt)			
	2. Functional CODI (10 pts)	No established committee (0 pt)	Committee established but lacks functionality (1-3 pts)	Committee functional but lacking some key concepts (4-6 pts)	Fully functional and efficient committee (7-10 pts)	
	3. Institutionalization of GAD Focal Point System (15 pts)	No established GAD Focal Point System (0 pt)	Established system, but not yet institutionalized (1-5 pts)	Partially institutionalized system (6-10 pts)	Fully institutionalized GAD Focal Point System (11-15 pts)	
	4. Establishment of Breastfeeding Station and Child-Minding Station (15 pts)	No established stations (0 pt)	Only one type of station established (1-5 pts)	Both types of stations established, but lacking functionality or accessibility (6-10 pts)	Both types of stations established, functional, and easily accessible (11-15 pts)	
	5. Establishment of GAD Database (10 pts)	No GAD database established (0 pt)	GAD database established but lacks comprehensiveness or is not updated regularly (1-3 pts)	GAD database established, somewhat comprehensive, and updated regularly (4-6 pts)	Fully comprehensive and regularly GAD database (7-10 pts)	
	6. Establishment of GAD Corner (15 pts)	No GAD corner established (0 pt)	GAD corner established but lacks resources or accessibility (1-5 pts)	GAD corner established and somewhat resourceful (6-10 pts)	Fully equipped and easily accessible GAD corner (11-15 pts)	
	7. Implementation of GAD-related initiatives or GAD-related best practices that generate resources in partnership with stakeholders (15 pts)	No GAD-related initiatives or best practices implemented (0 pt)	Some GAD-related initiatives or best practices implemented in partnership with stakeholders with a total of 10,000.00 to 30,000.00 generated resources (1-5 pts)	Several GAD-related initiatives or best practices implemented in partnership with stakeholders with a total of 31,000.00 to 50,000.00 generated resources (6-10 pts)	Broad and effective implementation of multiple GAD-related initiatives or best practices in partnership with stakeholders with a total of 51,000.00 and above generated resources (11-15 pts)	
					Total	

Individual Category

The parameters for an individual being considered for a Gender and Development Award may include the following:

Advocacy and Leadership: The degree to which a person demonstrates leadership by promoting gender equality and women's empowerment, and how effectively they influence policies, norms, and behaviors to advance gender equality within their area of influence.

- **Implementation of Gender-Related Initiatives**: Direct involvement and contribution to GAD-related initiatives, programs, or projects, and with evidence of the impact and reach of these initiatives.
- **Innovation**: This refers to the application of innovative approaches or solutions to address gender issues and the success shown in driving change and achieving results through these innovative methods.
- **Capacity Building**: Efforts made towards enhancing the capacity of others (individuals or groups) in relation to gender issues and the role as a mentor or educator in gender and development.
- **Collaboration and Networking**: Ability to work collaboratively with diverse stakeholders (e.g., local communities, government, NGOs, international organizations) to promote gender equality and success manifested in leveraging networks for advocacy and action on gender issues.
- **Personal Commitment**: Evidence of a strong personal commitment to gender equality and women's empowerment and consistency of their actions with their advocacy.

These parameters would typically be evaluated direct observation, testimonies from collaborators or beneficiaries, and an assessment of the results of the individual's efforts. The specific criteria and scoring system can be tailored to the context and specific objectives of the award.

Indicator	Criteria				Score
1. Advocacy and Leadership (20 pts)	Limited to no evidence of advocacy or leadership for gender equality. (0 pt)	Some evidence of advocacy, limited leadership role. (1-7 pts)	Moderate advocacy and leadership activities, impact may be localized. (8-14 pts)	Strong, consistent advocacy and leadership roles with wide-ranging impact. (15-20 pts)	
2. Implementation of Gender-Related Initiatives (15 pts)	Limited to no gender-related activities (0 pt)	Some involvement in gender-related initiatives, but impact is limited. (1-5 pts)	Significant involvement in initiatives with moderate impact. (6-10 pts)	Direct and substantial involvement in high-impact gender-related initiatives (11-15 pts)	
3. Innovation (20 pts)	Little to no evidence of innovative approaches or solutions in addressing gender issues. (0 pt)	Some innovative ideas, but lack of implementation or significant results. (1-7 pts)	Moderate innovation with some successful outcomes. (8-14 pts)	High level of innovation with successful and impact outcomes. (15-20 pts)	

d. Documentary Requirements	1. Every nominee must submit a portfolio with MOVs organized according to the specified standards or criteria with attached Nomination Form. • Documents to be attached must be within three (3) school years prior to the contest.

e. Awards/ Incentives	Winners will receive the following:
	1. School Category- (Elementary and Secondary)
	  ● First - Plaque of Recognition and cash prize of P10,000.00,
	  ● Second - Plaque of Recognition and cash prize of P7,000.00
	  ● Third - Plaque of Recognition and cash prize of P5,000.00
	2. Individual Category: (Elementary and Secondary)
	  ● First - Plaque of Recognition and cash prize of P5,000.00,
	  ● Second - Plaque of Recognition and cash prize of P 3,000.00
	  ● Third - Plaque of Recognition and cash prize of P2,000.00

ADVOCATE AWARDS NOMINATION FORM

DATA PRIVACY NOTICE: The data and information in this form are intended for the conduct of the 2024 Recognition of Outstanding Performance in Gender and Development (GAD) of DepEd Region XI. The data will be kept solely by the process owner to verify and authenticate the identity of the nominee. The use of data indicates the purpose of confirmation and verification of the submitted, and not to hold or destroy information to any violation against the Data Privacy Act of 2012. Data are subject to the voluntary contribution of personal knowledge provided by facts and information from the nominee.

Category (School/Individual):		
Sub-category (Elementary/Secondary):		
THE NOMINEE		
Name:		
School/Office Address:		
District:	**SDO:**	
Telephone No.:	**Sex:**	
Designation:		
Telephone/Mobile No.:		
NOMINATOR		
Name:	**Position:**	
Office:	**Telephone No.:**	
Office Address:		

*Schools/Individuals need to fill in spaces. SDOs may disregard spaces that do not apply to them.

*Please indicate the name of the Head of the Organizational Unit nominated.

VII. REFERENCES

A Handbook on the Application of the Enhanced Gender Mainstreaming Evaluation Framework Copyright 2016- Philippine Commission on Women

DepEd Order 223, s. 2017 - Guidelines and Procedure on the Establishment of DepEd Gender and Development (GAD) Focal Point System (GFPS) at the Regional, Division, and School Levels.

DepEd Order 32, s. 2017 - Gender-Responsive Basic Education Policy.

National GAD Resource Program - Philippine Commission on Women

DEPARTMENT OF EDUCATION REGION XI

DepED
DEPARTMENT OF EDUCATION

BAGONG PILIPINAS