# TRAINING GUIDE ON FORMULATING THE GENDER AND DEVELOPMENT AGENDA

Philippine Commission on Women

**Training Guide on Formulating the Gender and Development Agenda**

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# FOREWORD

Warmest congratulations to the Technical Services and Regional Coordination Division of the Philippine Commission on Women (PCW) for producing **A Training Guide in Formulating the Gender and Development Agenda**!!!

This training guide focuses on the process of formulating the GAD strategic framework and GAD plan, which are core elements in our country's GAD Agenda. Our GAD framework and plan recommits government agencies and related private organizations to the global and national GAD imperatives and priority gender issues. Calling to mind the remaining obstacles towards a gender-equal, inclusive and sustainable society as contained in the UN Platform of Action for Women Review (Beijing+ 25), the PCW must lead our women in meeting the foremost challenges confronting Filipino women, namely: the feminization of poverty, low labor force participation of women, violence against women, meaningful and full participation of women in politics and decision-making, quality education, unpaid care work and universal health care. These challenges may be addressed through exhaustive and systematic development planning.

As Chairperson of the Board, I have always pushed for the production of more materials that can guide government agencies and private organizations to build the capacity of GAD focal persons and trainers in the science and art of GAD Planning. GAD agenda-setting is a key step in crafting a gender-responsive plan that embodies the needs, interest and voices of women, especially the marginalized sectors. As we in PCW have realized, a delineated agenda based on our vision, mission and goals focuses our actions on what relevant programs and projects to undertake. With this training guide, we are sharing what the Commission is practicing with the agencies and organizations that are helping Filipino women become truly empowered.

Beyond doubt, this training resource will enhance the PCW's current thrusts to assist our government in working for gender equality and empowerment of all women and girls. I thus commend the TSRCD technical staff Raymond Mazo, Kim Harold Peji, Psyche Mae Asencio, Wrakle Patio, and Ms. Nharleen Santos – Millar, Division Chief, for producing this Guide.

It is my fervent hope that the conscious use of this tool will help usher us to the true empowerment of the Filipina.

**RHODORA T. MASILANG-BUCOY, Ph.D.**
*Chairperson, Philippine Commission on Women*
May 2020

# PREFACE

When the Philippine Commission on Women (PCW) issued the PCW Memorandum Circular 2018-04 on the Revised Guidelines for the Preparation of the GAD Agenda on September 19, 2018, there were many technical assistance requests from the different agencies including the local government units. The development of the Training Guide in GAD Agenda Formulation is the PCW's response to the clamor for technical assistance requests by the different national agencies and instrumentalities of government. There are many requests that the Commission will not be able to respond. Some limitations identified were: 1) there is no existing implementing guide that provides the detailed process; 2) there is a scarcity of GAD specialists who can provide and lead the training; and 3) there is no standard training package that is appropriate to the agency.

The PCW Memorandum Circular prescribes the steps in the development of the GAD Agenda but did not specify the "how to" in crafting the GAD Agenda. This training guide aims to develop and establish a standard training package that provides the "how to" in the development and formulation of the GAD Agenda.

The writing team spent a week in bringing together this training guide, and a technical coordination meeting was conducted among the operations cluster of the Commission. The Policy Development, Planning, Monitoring and Evaluation Division; Sectoral Coordination Division; and the Technical Services and Regional Coordination Division have provided their comments and recommendations in improving the initial draft of the writing team. The draft guide was pilot tested in 14 select agencies for 3 days to assess the flow of the training is fluid and the activities suggested are validated. There were many inputs and suggestions in the initial development.

The 3-day training does not aim the full development of the GAD Agenda but for the participants to experience the steps in formulating the GAD Agenda is done. We wish that all our stakeholders develop their own 6-year GAD Agenda so that they can determine the priority activities in their yearly GAD plans and budgets.

The flow of the training follows a logical framework where the participants who are members of the organizing planning team first conduct a situation assessment; identify the strategic direction; implement the plan; and monitor progress of the GAD programs, acitvities, and projects. At the end of the training, the members of the organizing planning team are tasked to plan for six months to detail the development of the agency's GAD Agenda.

**ATTY. KRISTINE ROSARY E. YUZON-CHAVES**
*Executive Director*

# ACKNOWLEDGEMENT

This Training Guide on the formulation of GAD Agenda is a product of the Philippine Commission (PCW) through its Technical Services and Regional Coordination Division (TSRCD) under the leadership of its Chief GAD Specialist Ms. Nharleen Santos-Millar. The session guides of this training module were written by Mr. Raymond Jay L. Mazo, Mr. Kim Harold T. Peji, Ms. Psyche Mae A. Asencio, and Ms. Wrakle S. Patio.

Other PCW technical divisions such as the Sectoral Coordination Division (SCD) and Policy Development, Planning, Monitoring and Evaluation Division (PDPMED) provided inputs in the development of this training module. The members of the PCW National Gender and Development (GAD) Resource Pool including Atty. Mylen B. Gonzales-Esquivel, Dr. Rowena P. Navera, and Ms. Lorelie S. Astrera were also consulted to make this training module more structured given their experience in providing technical assistance to national government agencies.

PCW is thankful to the GAD Focal Point System members of the following institutions who participated in the pilot-testing of the training guide on May 29–31, 2019:

- Civil Service Commission (CSC)
- Commission on Higher Education (CHED)
- Commission on Human Rights (CHR)
- Department of Agriculture (DA)
- Department of Environment and Natural Resources (DENR)
- Department of Foreign Affairs (DFA)
- Department of Health (DOH)
- Department of Justice (DOJ)
- Department of Labor and Employment (DOLE)
- Department of National Defense (DND)
- Department of the Interior and Local Government (DILG)
- Department of Tourism (DOT)
- Office of the Presidential Adviser on the Peace Process (OPAPP)
- University of the Philippines Center for Women's and Gender Studies (UPCWGS)

Special thanks is also given to all the members of the Philippine Commission on Women Management Committee for their valuable comments and insights in finalizing this training guide especially to its Former Executive Director Emmeline L. Verzosa.

# ACRONYMS

| | |
|---|---|
| **BPfA** | Beijing Platform for Action |
| **CEDAW** | Convention on the Elimination of All Forms of Discrimination Against Women |
| **GA** | Gender Analysis |
| **GAA** | General Appropriations Act |
| **GAD AR** | GAD Accomplishment Report |
| **GAD** | Gender and Development |
| **GADSP** | Gender and Development Strategic Plan |
| **GEWE** | Gender Equality and Women's Empowerment |
| **GFPS** | GAD Focal Point System |
| **GM** | Gender Mainstreaming |
| **GMEF** | Gender Mainstreaming and Evaluation Framework |
| **GPB** | GAD Plan and Budget |
| **HGDG** | Harmonized Gender and Development Guidelines |
| **MCW** | Magna Carta of Women |
| **PPCA** | Participant's Profile and Capacity Assessment |
| **PPAs** | Program Project Activities |
| **PPGD** | Philippine Plan for Gender and Development |
| **REAP** | Re-Entry Action Plan |
| **SDG** | Sustainable Development Goals |
| **SWOT** | Strengths, Weaknesses, Opportunities, Threats |
| **VAW** | Violence Against Women |
| **VMG** | Vision, Mission, and Goal |

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# INTRODUCTION

## BACKGROUND

On September 19, 2018, the Philippine Commission on Women (PCW) issued Memorandum Circular 2018-04 or the Guidelines for the Preparation of the Gender and Development (GAD) Agenda. It also reiterated the process of JMC 2012-01 to set the GAD Agenda the setting of the GAD agenda as one of the steps in formulating the GAD plan.

The GAD Agenda is the agency's strategic framework and plan on gender mainstreaming. The timeframe of the GAD Agenda is six years to provide agencies with direction in setting and monitoring their GAD initiatives to achieve the twin goals of gender equality and women's empowerment (GEWE). It will also serve as the basis for the annual formulation of programs, activities, and projects (PAPs) to be included in the GAD Plans and Budgets (GPBs) of agencies.

The development of the GAD Agenda shall be guided by the desired GEWE outcomes relevant to the agency's mandates as embodied in the Magna Carta of Women (MCW) and other gender-related laws; the Philippine Plan for Gender Responsive Development (PPGD) 1995-2025; and the term plans on GEWE, as well as GAD-related commitments like the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW), the Beijing Platform for Action (BPfA), and the Sustainable Development Goals (SDGs). It shall also be anchored on the priorities and thrusts of the government as expressed in the Philippine Development Plan, Cabinet Cluster Roadmaps, and various sectoral plans.

The PCW developed this tool to guide GAD trainers in providing technical assistance to agencies in the formulation of the GAD Agenda.

## OBJECTIVES

The Training Guide provides a standard package of training materials in the development of GAD agenda of national government agencies; government-owned and controlled corporations; and state universities and colleges. Specifically, the training guide aims to:

- Provide the step by step guide in formulating the agency's GAD strategic framework and plan to achieve gender equality and women's empowerment;

- Apply gender analysis in identifying issues, goals and strategies to mainstream gender perspective in the plans and programs of the agency; and
- Develop a re-entry action plan on the development and/or updating of the agency's GAD agenda.

## USERS OF THE TRAINING GUIDE

The Training Guide is designed to aid trainers in conducting a 3-day GAD Agenda Development Training for the agencies. Other users of this guide are the GAD Resource Pool members, GAD practitioners, and advocates.

The GAD Agenda trainers are expected to have in-depth knowledge of the gender issues and mandates and are experienced in participatory methods of training. However, less experienced trainers will also find the systematic instructions on the flow of activities, main discussion points, core messages, and guide notes, easy to use. The trainers may rearrange the topics, expand or reduce the details, and adapt the methods depending on the level of knowledge of the participants on GAD.

## INTENDED PARTICIPANTS OF THE TRAINING GUIDE

The Training Guide is designed to build the capacities of the agency GAD Focal Point System (GFPS) members in the preparation and development of the GAD Agenda. In addition, agencies may include project implementers, key officers, and staffers working in the planning and training office as participants.

Prior to finalizing the design and coverage of the sessions, the training team shall ask the participants to accomplish the Participants Profile and Capacity Assessment (PPCA) Form. The information from the processed PPCA forms shall serve as inputs to the trainers' presentations and exercises during the workshop or sessions.

## ORGANIZATION OF THE TRAINING GUIDE

The Training Guide is divided into seven sessions: 1) preparatory and preliminaries; 2) basic GAD concepts and mandates; 3) situational assessment; 4) strategic direction; 5) planning and implementation; 6) monitoring and evaluation of the GAD agenda; and 7) re-entry action plan.

The list of materials needed in the conduct of the sessions and instructions for the training team or trainers on how to deliver the training-workshop are also included.

| | |
|---|---|
| **Section 1** | **Preparatory Session and Preliminaries** |
| | **Preparatory**: It includes an overview of the results of the PPCA Form given to the participants prior to the actual conduct of the training. The training team or facilitators explains the objectives of the PPCA and provides the highlights of the results.<br><br>**Preliminaries**: Clarifies the participants' expectations, training goals, objectives, and methodologies applied in the training. |
| **Section 2** | **It's GAD to Know: A Review of GAD Concepts and Mandates** |
| | A review of the basic concepts on sex and gender; gender and development-related mandates; gender mainstreaming entry points and processes and principles that are presented and discussed in this section. |
| **Section 3** | **Where Are We Now?** |
| | Understanding the current situation is vital in determining the approaches needed to achieve GAD goals and outcomes. A full understanding of the current situation includes an analysis of the several areas especially in gender mainstreaming and implementation of GAD programs. This section introduces the use of gender analysis tools to identify the gender-related issues within the context of the agency. It also focuses on the review of performance trends as well as stakeholders, employee and organization profiles, among others. |
| **Section 4** | **Where Do We Want to Be?** |
| | The heart of strategic direction setting is discussed in this critical step. The information from the situational assessment, combined with the understanding of future trends, guides the agency in formulating their vision, mission, and goal statements. |

| Section 5 | How Do We Plan to Get There? |
|---|---|
| | Once the strategic-direction is established, the next step is to develop the road map in achieving the outcomes. For the road map to be viable, focus is given in addressing the barriers and challenges; identifying success factors; and prioritizing interventions to sustain the gains of gender mainstreaming. |
| **Section 6** | **How Will We Monitor Progress?** |
| | Many organizations are satisfied simply by going through the process of creating a strategy. At this point, everyone is clear on the direction of the agency. The structured review of the plans, targets, and accomplishments involve assessing the progress on strategies and appraising the current and projected performance against the quantified objectives. While often a sobering process, this detailed level of monitoring provides a method in ensuring that a long-term strategy stays on the front burners despite the pressures of the day-to-day operations of the organization. |
| **Section 7** | **Re-Entry Action Plan (REAP)** |
| | The participants will develop a 6-month detailed work plan to develop the GAD Agenda of the agency. This is an application of the learning they have gained in the activity. |

# ICON GUIDE

**OBJECTIVES**
describes what the participants will gain in terms of knowledge, skill, or attitude by the end of the session

**DURATION**
provides the allotted time to deliver the session or topics

**METHOD**
suggests strategies and techniques to deliver the session

**TRAINING AIDS**
enumerates the supplies and materials needed to carry out the training session

**SESSION FLOW**
describes the series of steps and/or actions to achieve the desired output of the session as well as the salient inputs to be delivered

**CORE MESSAGE**
highlights the salient points of the session or topic

**NOTE TO TRAINERS**
shares the reminders and tips for the facilitator to handle the session effectively

# SECTION 1
# PREPARATORY AND INTRODUCTORY SESSIONS

# PREPARATORY

## 1. IDENTIFICATION OF THE TARGET PARTICIPANTS

The priority training participants shall be members of the GFPS and members of the agency's GAD Agenda planning team. The Trainer/s must be cognizant of the participants' profile (e.g., sex, age, position in the organization, number of years in service) and consider the number of participants per training. Ideally, the number of participants per training session should be 20-25 for maximum interaction and exchanges of ideas and information.

## 2. ADMINISTRATION OF THE PARTICIPANT'S PROFILE AND CAPACITY ASSESSMENT (PPCA) FORM

The Participant's Assessment is crucial in identifying the training gaps among the potential participants. It also assesses the participants' cognitive, conceptual, and attitudinal perceptions or issues about the basic GAD concepts and mandates and their knowledge on how to develop the agency's GAD Agenda.

Ideally, the PPCA Forms are given to participants to fill out at least one month prior to the actual conduct of the training to provide the training team sufficient time to collate and analyze the results. This step is important in finalizing the training design vital information about the participants and their training requirements which are needed to calibrate the design and flow of the training program.

## 3. OBJECTIVES OF THE TRAINING

The Training Team formulates the objectives of the training based on the results of the PPCA.

A preparatory meeting with the agency focal person, review of agency mandates, and relevant agency documents like GAD Plan and Budget, GAD Accomplishment Report, Gender Mainstreaming and Evaluation Framework (GMEF) rating if available are also important steps to ensure that the objectives and design of the workshop are tailor fitted to the needs and context of the agency.

## 4. RELEVANT TOPICS COVERED

The choice of topics to be covered largely depends on the results of the PPCA, review of relevant documents, and objectives of the training session. Thorough review and evaluation of documents ensure what actions are to be prioritized and implemented during input sessions.

## 5. TRAINING METHODOLOGIES

There are various methods of presenting the different sessions; among these are lecture-presentation, structured learning exercises, plenary discussion, workshops, and audio-visual presentations. The training team identifies the appropriate interactive methods that facilitate training and foster openness and trust, especially in sessions where there is sharing of personal experiences from among the participants.

## 6. LOGISTICAL REQUIREMENTS

The choice of the location has an impact on the success of the training. Training team may suggest conducting the training outside the office to encourage participation and discussion among the participants. A suitable room should be spacious enough to accommodate the target number of participants with movable tables for small group workshops. The availability of a well-lighted room, with air-conditioning or with comfortable natural or other ventilation is also an important consideration for the choice of training venue. Likewise, supplies and equipment like whiteboard, projector, audio-visual systems, internet connection, computers, etc. will be vital in ensuring the success of the training program.

# SESSION 1. PRELIMINARIES

This part covers the clarification of the participants' expectations, training objectives, and methodologies applied in the training.

## OPENING CEREMONIES AND SETTING THE TONE OF THE TRAINING

At the end of the session, the participants will be able to:

- Create an environment of trust and confidence among the participants with the training team;
- Enumerate expectations of the training course; and
- Set the ground rules of the training.

1 Hour

- Structured Learning Exercise (SLE)
- Group work

Manila paper
Metacards or flashcards
Markers or colored pens
Adhesive tape

1. The training program starts with the singing of the national anthem "Lupang Hinirang—All Women Cast," followed by an interfaith prayer.
2. The representative of the host agency officially opens the training program and sets the tone for a conducive training environment. The representative also introduces the training team.
3. The trainer instructs the participants to introduce themselves by stating their name, designation or position in the agency, and the number of years they have been working in GAD.
4. After discussing the preliminaries, the training team asks the participants' expectations of the training course by writing these on the metacards.
5. The participants posts the metacards under these categories: 1) Training, 2) Resource Person/s, and 3) Co-participants.
6. The training facilitator gathers and summarizes the participants' answers. Then, the facilitator relates these to the session objectives to ensure that the core topics of the 3-day training correspond to the participants' needs and/or expectations.

7. A member of the training team presents the 3-day workshop schedule, that includes the training methods and processes to be implemented.
8. The training facilitator tells the participants to answer the pretest questionnaire to gauge their current knowledge on the gender concepts, mandates, and GAD Agenda development prior to the start of the training. The training facilitator compares and analyzes the results vis-à-vis the post test to determine the participants' level of knowledge and understanding on the GAD Agenda.

From the outset, the training team ensures that all participants are comfortable to express their views, and are respectful of each other's opinion throughout the 3-day training. Furthermore, the training team enables an active discussion without taking sides and keeping neutral views. Both the training team members and the participants should treat each other with mutual respect regardless of their academic, religious or socioeconomic, and political backgrounds.

A set of ground rules is observed in the entire duration of the training session. Being on time; wearing of name cards; and limited use of cellphones are some of the house rules to be emphasized. The rules are agreed upon by both the training team and the participants. The participants may also suggest additional reminders.

*The training Pretest Form is customized based on the results of the PPCA and should be completed by the participants prior to the training proper. The preliminaries are conducted through selected structured learning exercises, group sharing and other possible creative activities. The purpose of the exercise is to establish an atmosphere of trust between co-participants and the training team, and the latter's capability to put participants at ease with one another.*

*The trainer solicits the participants' expectations, summarizes, and links them to the general objectives of the 3-day training. If in case there are expectations that could not be met by the training, then possible and feasible options should be provided to the participants to meet their desired needs.*

# SECTION 2
# IT'S GAD TO KNOW:
## A REVIEW OF GAD CONCEPTS AND MANDATES

## SESSION 2. It's GAD to Know

### A REVIEW OF GAD CONCEPTS AND MANDATES

At the end of the session, the participants will be able to:

- Differentiate sex from gender and understand the concept of gender as a social construct;
- Understand international and national GAD mandates and how these are applied to the agency's context; and
- Appreciate gender and development mainstreaming as a strategy to achieve GEWE.

2 Hours

- Lecture
- Workshop

PowerPoint presentation
Laptop
LCD projector
Printed workshop guide and worksheet
Manila paper
Markers

1. The training team presents the objectives of session that aim to deepen the participants' knowledge on the GAD's three main topics: a) basic orientation; b) mandates; and c) mainstreaming.
2. The trainer begins with a perception check activity. The participants are asked to answer whether they "**Agree**, **Disagree**, and **Neither Agree nor Agree**" to the statements projected on the screen.

| Statements | Perception |
|---|---|
| 1. Gender refers only to women. | |
| 2. Poverty has the same effects on women and men. | |
| 3. In a family where the man is the breadwinner and the woman takes care of the house and the children, the man has the right to make all major decisions. | |
| 4. The GAD Budget is treated as a separate fund before a GAD Plan is prepared. | |

| Statements | Perceptions |
|---|---|
| 5. Family planning is the sole responsibility of women because they are the ones who get pregnant. | |
| 6. If the family cannot support the education of all the children, it is right to prioritize the education of the sons since the daughters will be married. | |
| 7. The government should formulate separate programs for women and men because they have different needs. | |
| 8. GAD Planning and Budgeting is an examination of the agency's level of Gender Mainstreaming or extent of the gender responsiveness of agency's PAPs. | |
| 9. Housework does not contribute to family welfare because it is unpaid. | |
| 10. An agency/Local Government Unit (LGU) with unendorsed GPB can still implement their GAD PAPs. | |
| 11. Men are better decision makers than women. | |
| 12. The husband has the right to demand sex from his wife anytime that he likes. | |
| 13. All laws are generally fair to both women and men. | |
| 14. Educating women makes them better mothers and wives. | |
| 15. GAD budget can be used for PAPs that are not in the agency's endorsed GAD Plan and Budget. | |

3. The trainer acknowledges and summarizes the perception of the participants. At this point, the trainer may already present or clarify GAD core messages related to the statement.
4. After the perception check activity, the trainer will provide a lecture/discussion to highlight significant GAD core messages about sex and gender, GAD mandates and gender mainstreaming processes. Participants should be encouraged to raise questions and share their own experiences in line with the topics covered.

Basic GAD Concepts:
Sex is a natural distinguishing variable based on the biological characteristics of a man or a woman. It refers to the physical attributes pertaining to a person's body contours, features, genitals, hormones, genes, chromosomes, and reproductive organs.

Gender refers to the socially constructed characteristics of women and men—such as norms, roles, and relationships of and between women and men. It varies from society to society and can change over time. It is important to be sensitive to different identities that do not necessarily fit into binary male or female sex categories.

The gender roles of women and men are developed based on their assigned reproductive, productive, and community roles. Furthermore, gender roles are stereotypical roles that may lead to the following gender biases: a) subordination; b) marginalization; c) gender stereotyping; d) multiple burden; and e) violence against women.

Social institutions may also perpetuate or change gender roles stereotyping. Such institutions include the 1) family; 2) school; 3) workplace; 4) church/religion; 5) media; and 6) state, laws, and agencies just to name a few.

It is important to note that women and men have different needs to develop their potentials: practical gender needs and strategic gender needs. These needs should be addressed in development processes and plans of agencies.

GAD Mandates :
The Philippines has adopted several laws and policies on GAD. The training team presents the GAD mandates relevant to the context of the agency.

The following GAD policy imperatives and legal bases can be part of this discussion:

International Commitments
- CEDAW–articulates the principles of equality; non-discrimination; and state obligation to respect, protect, and fulfill the social, cultural, economic, political, and civil rights of all women and girls.

- Beijing Platform for Action–calls for actions on the 12 areas of concern affecting all women and girls or children; requires the integration of equality concerns into the analyses and formulation of policies, programs, and projects–to ensure positive impacts on women and reduce gender disparities; and include the interests, needs, experiences, and visions of women in the development, approaches, policies, programs and overall development agenda.
- Sustainable Development Goals (SDG)–SDG 5: Achieve Gender Equality and Empower all women and girls.

National Laws

- Philippine 1987 Constitution Article II Section 14 that recognizes the role of women in nation-building and fundamental equality before the law of women and men
- RA 7192 or the Women in Development and Nation Building Act
- General Appropriations Act–mandates the national agencies as well as the local government units to prepare an annual GAD Plan and Budget (GPB).
- RA 9710 or the Magna Carta of Women Act of 2009 and its Implementing Rules and Regulations–All government agencies shall adopt Gender Mainstreaming as a strategy to promote and fulfill women's human rights; and eliminate gender discrimination in their systems, structures, policies, programs, and processes. It also mandates the national agencies as well as the local government units to prepare an annual GAD Plan and Budget (GPB).
- Gender-based violence related laws
- Economic empowerment-related laws
- Human rights related laws

National and Sectoral Plans

- Philippine Development Plan (2017-2022)–Gender equality and empowerment of women and girls is integrated in the 12 of the 20 chapters of the Philippine Development Plan (PDP) 2017-2022. Gender Perspective is reflected in the strategic framework of each PDP chapter as well as the strategies to implement the SDGs.
- Gender Equality and Women's Empowerment Plan (2019-2025)–Compendium of Indicators for Monitoring and Evaluation of GEWE in the Philippines. Compendium presents a menu of GEWE indicators in various sectoral and thematic areas of concerns in the Philippines.

- Philippine Plan for Gender-Responsive Development (1995-2025)–is the 30-year long-term plan that carries the Philippines' long-term vision of women's empowerment and gender equality.

Joint Circulars and Memoranda

- PCW-NEDA-DBM Joint Circular 2012-1 or The Guidelines in Preparing GPB and GAD AR to Implement the MCW (PCW-NEDA-DBM JC 2012-01) detailed the following: 1) essential elements to consider in preparing the GPB; 2) institutional mechanisms to implement the MCW; 3) programs, projects, and activities that can and cannot be charged to the GAD Budget; and 4) submission process of GPB and GAD AR.
- The Annual National Budget Call and the guidelines on GAD planning and budgeting and corresponding Joint Circulars issued by DBM, NCRFW, NEDA or DILG.
- PCW MC 2018-03 on the Formulation and updating of GAD Agenda
- PCW MC 2016-01 on the Use of the Enhanced GMEF Tool

Gender and Development Mainstreaming

The GAD paradigm is translated from theory to practice through Gender Mainstreaming (GM). GM is a strategy to make the concerns and experiences of women and men an integral dimension of the design, implementation, monitoring, and evaluation of the policies and programs in all political, economic, societal spheres.

GM requires interventions in various levels of the development planning cycle—from planning, programming, budgeting, implementation to monitoring and evaluation. It has four entry points:

1) policy;
2) people;
3) programs, projects, and activities; and
4) enabling mechanisms.

GAD ensures that both women and men benefit equally; hence, equality is not perpetuated. Therefore, it is integrated in all levels of the development planning cycle.

Meanwhile, the Gender Mainstreaming Evaluation Framework (GMEF) is used to track and assess the progress of gender mainstreaming activities of the agency. The results will assist the organizations in locating and responding to the gender gaps and needs, towards women empowerment and gender equality. The results may also be translated as gender issues that can be addressed or prioritized in the agency GAD Agenda.

*The trainers or the training team should be able to connect the discussion of the basic GAD concepts to the gender issues and address these in the development process. The training team should also ensure that the examples in the discussion are relevant to the agency context. More importantly, the discussion of GAD mandates should be aligned with agency mandates under existing laws and policies.*

# SECTION 3

# WHERE ARE WE NOW?

## SITUATION ASSESSMENT AND ENVIRONMENT SCANNING

# SESSION 3. WHERE ARE WE NOW?

## SITUATION ASSESSMENT AND ENVIRONMENTAL SCANNING

At the end of the session, the participants will be able to:

- Identify the gender issues of the agency based on the application of GMEF and the conduct of SWOT analysis;
- Identify gaps in terms of project design and management using the Harmonized GAD Guidelines; and
- Share good practices on GAD adopted by the agency.

3 Hours

- Lecture
- Group Discussion
- Case or Data Analysis
- Practice Session on Using Tools

Laptop
LCD Projector
PowerPoint presentation
Workshop template

1. The training team explains the session objectives and the importance of situational assessment and environmental scanning, and the basic concepts on gender analysis.
2. The participants are given the Agency Profile Form (Worksheet I) at least 1 week in advance before the actual workshop. The participants will use the results of the Agency Profile Form.
3. The training team explains the Agency Profile Form. It contains the current level of GMEF application of the agency with its high scores and low scores. It includes the list of major programs where the Harmonized GAD Guidelines (HGDG) checklist is applied in highlighting the results and areas for improvement. It also contains the status of submission and endorsement of the GAD plan and budget, mandates, and other relevant data.
4. The participants are instructed to coordinate with the agency GFPS, Planning/Human Resource Office, and other relevant units in completing the Agency Profile Form.

5. The training team divides the participants into groups to identify gender issues relevant to the agency mandate and GAD interventions. The groupings may be divided into:
    a) areas or descriptors of GMEF entry points where the agency scores either No or Partly;
    b) areas or elements of the HGDG tool application to programs where the agency scores either No or Partly;
    c) analysis of sex-disaggregated data and information using steps in gender-based analysis; and
    d) review of GAD-related laws and policies where the agency is mandated to provide services and information.
6. The gaps and results of the assessment will be included in the list of gender issues to be addressed by the agency.
7. The training team provides each group with metacards and manila paper to post their list of gender issues. Another option is to provide each group with a matrix where they can directly input their gender issues using computer or laptop.
8. The training team gives each group 10 minutes to present their list of gender issues in plenary.
9. The training team summarizes the discussion and closes the day by distributing Day 1 evaluation.
10. The training team collects the accomplished evaluation sheets and remind the participants to be on time the following day.

Environmental scanning is a process of analyzing relevant information that affects the operation of the agency. It systematically assesses the internal and external factors of the organization. The results of the environmental scanning may change how the organization works through revision of their strategies and plans.

Those involved in the strategic planning process must start with reviewing the present circumstances and characteristics of the organization. For this to take plan, agencies need to reach a common understanding of the present circumstances and focus the discussions on the two key areas:

1) Analyzing the external and internal environment; and
2) Reviewing or developing the vision, mission, and values of the organization.

**Analyzing the External and Internal Environments**

Strategic planning is performed to have a clear direction, steering toward and responding to changes, when necessary. To do this, the organization needs to have information about the challenges, opportunities, and future trends—inside and outside. Whether the organization is just starting or is already established, the first step in the planning process is to assess the external and internal position of an organization.

SWOT analysis is commonly used to identify the following:

**S** – Strengths (internal)
**W** – Weaknesses (internal)
**O** – Opportunities (external)
**T** – Threats (external)

Strengths and weaknesses primarily focus within the organization, while opportunities and threats are primarily outside the organization. The SWOT analysis of the environment allows the organization to consider this when planning for its future.

**Gender Analysis**

Gender analysis (GA) is a systematic analytical process used to identify, understand, and describe the gender differences, gender roles, and power dynamics in a specific context. It is the process of asking or investigating key questions at the beginning of a planning process that will help in:

- *identifying gaps or differences between women and men/girls and boys*
- *understanding why the gender gaps exist and persist; and*
- *choosing what actions to take to reduce these gaps or address the issue*

GA also considers how women and men/girls' and boys' social relations are affected by the way an organization operates, or how the development program is being implemented. It involves these topics for both women and men:

1) surfacing the differential situations;
2) identifying the differential roles and responsibilities;
3) analyzing the differential access to resources; and ascertaining the differential impacts of programs or project interventions.

GA also answers the following questions:

- Division of labor: who within the household carries out which tasks (What do men and women do?)
- Who has access to and control over resources and services?
- How resources distribute and who makes the decisions (what decisions do men and women make in the family/ community)?
- What are the reasons behind these differences in gender?

**GA is done for these reasons:**

- To better understand the opportunities and/or problems in the community, and plan interventions that are beneficial to both women and men;
- To expose the barriers to women's full participation and economic development; and
- To make decisions and implement the project or program that promotes gender equity.

GA uses both qualitative and quantitative data that are relevant to the agency mandates and its stakeholders.

PCW advocates for the use of GA tools like GMEF and HGDG in conducting gender-based analysis for the organization and its programs, respectively.

GA results in the identification of gender issues show the differential characteristics, roles, and expectations attributed by society to both women and men. These are in no doubt problems or concerns that arise from the unequal status of women and men.

Gender issue can be:

***Client-focused*** – refers to concerns arising from unequal status of women and men stakeholders including the extent of their disparity over benefits from and contribution to a policy/program and/or project of the agency.

***Organization-focused*** – gaps in the capacity of the organization to integrate a gender dimension in its programs, systems or structure

Examples of organizational focused gender issues based on GMEF results:

| GMEF RESULTS | GENDER ISSUE |
|---|---|
| **POLICY ENTRY POINT** | |
| Gender fair language and images not yet used in policy issuances (2.3) | Inadequate knowledge and awareness on the use of non-sexist language in all official documents, communications, and issuances among GFPS members |
| GAD perspective not yet integrated in its organizational and/or sectoral plan/s (3.2 | Low level of appreciation and knowledge on integrating GAD in organization plans and programs. |
| Results of gender analysis was not used in the development and/or enhancement of policies (4.2) | Gender perspective not considered/ integrated in the development/ enhancement of Policies or PAPs. |

Examples of organizational focused gender issues based on HGDG results:

| HGDG ITEMS WITH NO OR 0 SCORE | GENDER ISSUE |
|---|---|
| ***Element 2: Collection of sex-disaggregated data and gender related information prior to project design*** | |
| Have gender information and sex-disaggregated data on the community, the industry, or sector (from official statistics, research survey, business trends or profiles of current enterprises, microenterprises, or enterprise-related training programs) been considered in crafting the project concept, particularly in the analysis of the development/ tourism issue or problem (item 2.0 of DOT Go Green Caravan assessed using Tourism checklist) | Lack of capacity among project proponent on the collection and analysis of sex-disaggregated data or gender statistics for identification of tourism issue or problem. |
| ***Element 6: Gender analysis of the designed project*** | |
| Does the Facility monitoring and evaluation design include indicators and targets for gender sensitivity/ responsiveness of its projects? (Item 6.1 of DILG PCF assessed using F1 checklist) | Lack of monitoring plan that will track the gender sensitivity or responsiveness of the project. |

Examples of gender issues based on sex disaggregated data:

Gender analysis leads to:

- Interventions and strategies address gender issues and accomplish the objectives of gender equality and equity.
- Both women and men participate in programs/projects/activities and share in the benefits

*The trainers or the training team must ensure that the examples are tailored to the mandates of the agency. There are many ways in conducting a situational assessment and environmental scanning. The facilitator/s can innovate and adopt other methodologies.*

*The participants are given the Agency Profile Form (Worksheet I: Agency Profile Form) at least 1 week in advance before the actual conduct of the workshop. The participants are expected to research and coordinate with the agency GAD Focal Point System (GFPS), Planning/Human Resource Office and other relevant units in completing the agency profile form.*

*During the presentation of group outputs, the facilitator may ask all groups to present through a gallery presentation. If the time is limited the facilitator may opt to sample outputs by asking for volunteers.*

*When the Training Guide is used to the local government units, the Gender Responsive LGU Assessment Tool should be used as reference.*

**REFERENCES**


- https://www.diycommitteeguide.org/download/strategic-plan-step-2-where-are-we-now (Retrieved 1 May 2019)
- D'Adamo, M. & Kols, A. (2005). *A Tool for Sharing Best Practices*. The INFO Project. United States Agency for International Development (USAID), Global, GH/POP/PEC, Grant No. GPH-A-00-02-00003-00. Retrieved from: http://www.k4health.org/toolkits/km/tool-sharing-internal-best-practices

# SECTION 4

# WHERE DO WE WANT TO BE?

## STRATEGIC DIRECTION OR VISION SETTING

## SESSION 4. WHERE DO WE WANT TO BE

### STRATEGIC DIRECTION OR VISION SETTING

At the end of the session, the participants will be able to:

- Differentiate the vision, mission, and goal statements; and
- Draft their agency GAD vision, mission, and goals statements.

3 Hours

- Lecture
- Workshop
- Group discussion

Manila paper
White cartolina
Crayons
Metacards
Adhesive tape
Markers (broad)
Laptops (1 laptop each agency/group)
Projector and screen

1. The training team bridges the discussion by highlighting the importance of internal and external assessments of the environment; and identifying the current state of the organization in terms of its operation.
2. The trainer provides a presentation on the definition of the vision, mission, and goals. The trainer also shares examples of GAD vision, mission, and goal statements.
3. The trainer asks for questions and clarifications after the input on visioning.
4. The trainer tells the participants to group themselves and follow these instructions:
   - 4.1 Using the white cartolina and crayons, the group draws the end in mind or their vision. It answers the question “Where do we want to be?”.
   - 4.2 The participants are asked to write the “big words” to be present in their vision statement.
5. The training team assesses the list of key words if they fit with the organization’s core mandates. These key words form the basis of the mission statements.

6. From the gender-based analysis, the trainer asks these questions:
   a) Are there opportunities or new areas of work that fit the mission?
   b) Should these be included in the long-term aims or in the vision?
7. Finalize the list of priority areas of work for the next 6 years.
8. The trainer tells the participants to work on their mission by assessing the key elements and by answering the following questions:
   a) What is the value of the agency to its employees and stakeholders?
   b) Why should people work for the agency or organization?
      - Does it sound reasonable?
      - Is it inspirational?
9. The trainer asks the participants to present their outputs to the plenary.
10. Based on the list of gender issues that were identified during the environmental scanning session, the trainer tells the participants to categorize the gender issues as either client-focused or organization-focused. The participants will mark the client-focused issues with blue marker and the organization-focused issues with red marker.
11. The trainer instructs the participants to identify 2–3 goal statements in line with each category of gender issues (3 client-focused goals and 3 organization-focused goals).
12. The trainer reminds the participants that the GAD Goals should directly contribute in the agency GAD vision and mission statements.
13. The trainer asks the participants to present their outputs to the plenary.
14. The training team summarizes or synthesizes the discussion.

From the review of the current situation, the next stage in strategic planning is to come up with a common agreement on what the future should look like. This highlights the challenges and changes that will affect the future development of the agency's GAD efforts.

The participants need to clarify the following:

- The strategic aims (long-term goals);
- The priorities for the next 6 years; and
- How these will help achieve the mission of the agency.

**Priorities for the 6-year GAD Agenda**
The participants have to identify and agree on the main priorities (e.g. services and key areas of work) for the period of the strategic plan (usually 6 years). The priority areas should emerge from the SWOT analysis of the agency's internal and external environments, and their effects on the agency's future.

**The Vision Statement**
The vision statement defines the agency's purpose in terms of what it wants to achieve in the future. It resonates with the leaders and members that helps them feel proud, excited, and be part of something much bigger. It also broadens the boundaries of the current state of GAD in the agency. In other words, it gives meaning, shape, and direction to the agency's goals, objectives, and tasks.

The KEY to a good vision statement involves thinking of things in the long run or in the broad sense without sounding generic. The best vision statements are clear on the agency's identity as well as its wishes or aspiration in the future.

The GAD Vision reflects the agency's projected direction to achieve its gender equality and women's empowerment based on its mandate, priorities, and thrusts.

An example of GAD Vision statement **"Men and women equally contribute to and benefit from an ideal state of greater energy access for inclusive growth."**

**The Mission Statement**
The mission statement tells the reason the agency exists; the members it serves; and its core values. It explains the agency's purpose to members, staff, committees, and interested parties.

It captures, in a few succinct sentences, the essence of the agency's goals and its underlying philosophies. This is why it is relatively fixed and unchanging. It changes only after careful consideration of the internal and external factors that impact the agency.

GAD Mission articulate the agency's purpose based on its mandate to achieve gender equality and women's empowerment. Thus, it is a key tool used by volunteer-leaders as part of the strategic plan.

An example of GAD Mission statement **"Affect institutional change by promoting and providing equal rights, opportunities, and shared responsibilities among women and men through mainstreaming gender and development in the energy-sector policies, plans, programs, and projects".**

Other example: **"Integrate and advocate gender equality principles and perspectives in all HR/OD policies, programs, and systems in government"**

**The Goal Statement**
A good goal statement is the basic starting point for the agencies to plan their work. It is also fundamental for success.

A properly detailed and documented goal statement completely defines the result that an organization seeks to produce. Therefore, it describes the purpose, outcome, or activity that must be accomplished.

Remind the participants that GOALS are not only SMART but GREAT:
**G**ender
**R**esponsive
**E**quality oriented
**A**ware of social and economic differences in the lives of
**T**arget stakeholders

Examples of GAD Goal Statements:

"*Equal access of women and men to modern energy technology, goods, and services.*"

"*Equal rights and opportunities for civil servants, including representation and participation of women in decision-making through gender responsive HR/OD policies and programs systems*"

*Inserting women or gender in the goal statement does not mean the goal is gender-responsive. Gender responsive goals is about clear understanding of what is wrong about women's lives and what specific changes are desired*

*The facilitator may walk around during the workshop and assess how the participants are doing.*

*The facilitator shall provide direction and guidance in terms of the achievement of the workshop output.*

**REFERENCES**


- https://www.diycommitteeguide.org/download/strategic-plan-step-3-where-are-we-going (Retrieved 1 May 2019)
- Gender Equality and Women's Empowerment (GEWE) Plan
- GEWE Monitoring and Evaluation Compendium
- Beijing Platform for Action +25 Report
- CEDAW Report
- Sustainable Development Goals

# SECTION 5

# HOW DO WE PLAN TO GET THERE?

## IMPLEMENTATION PLANNING

# SESSION 5. HOW DO WE PLAN TO GET THERE?

## IMPLEMENTATION PLANNING

At the end of the session, the participants should be able to:

- Set the criteria to prioritize gender issues to be included in the GAD Strategic Plan; and
- Identify the agency's priority gender issues and/or GAD Mandates.

3 Hours

- Lecture
- Workshop

Powerpoint Presentation
Laptop
LCD Projector
Printed Workshop Guide and Work Sheet
Manila Paper
Markers

1. The training team explains the objectives of the session, which set the criteria to prioritize gender issues in the GAD Strategic Plan, and identify the agency's priority gender issues and/or GAD Mandates.
2. A trainer discusses the core messages.
3. After the 30-minute discussion, the training team presents the guide for Workshop 2: Prioritizing Gender Issues/and or GAD Mandates per GAD Goal shown below:
   - 3.1 The time allotted for this workshop is 1 and ½ hours.
   - 3.2 Based on the participant's Agency Profile Form (Worksheet 1) the participants must present their identified gender issues.
   - 3.3 The participants cluster the identified gender issues into two:
     - a) client-focused gender issues (Worksheet 2A) and
     - b) organization-focused gender issues (Worksheet 2B).
   - 3.4 The participants assign a Prioritization Rating to each gender issue based on the following criteria: strategic, relevant, and urgency.

3.5 Based on the defined range, the participants further classify the identified gender issues according to the Levels of Prioritization (very high, high, medium, and low)
3.6 Each group presents their output to the plenary.

4. The training team acknowledges and summarizes the outputs of the participants.
5. The training team highlights the relevance of prioritizing gender issues to GAD Goal Setting.

As per MC 2018-04 the Revised Guidelines on the Formulation of GAD Agenda, the agency gender issues shall be prioritized according to what the agency can achieve within the timeframe of the GAD Agenda.

Priority gender issues of the agency may be culled from the following:

a) review of the agency's flagship or regular programs;
b) analysis of the sex disaggregated data or relevant information that surface the unequal situation of women and men; and
c) results of the gender analysis.

**Gender analysis** (GA), as mentioned in Section 3, is the process of assessing the differences in the participation, benefits, and impacts between women and men that include progress toward gender equality and changes in gender relations.

The results of GA can also be used to build the capacity and commitment to gender-responsive planning and programing of the agency.

For emphasis, gender issues are clustered into two:

- **Client-focused gender issue** refers to concerns arising from the unequal status of women and men stakeholders of the agency. It includes the extent of their disparity over benefits from and contribution to a policy, program, and/or project of the agency.
- **Organization-focused gender issue** points to the gap/s in the capacity of the organization to integrate a gender dimension in its programs, systems, or structure. Examples include lack of knowledge and skills of the management and/or employees on GAD; low participation of women or men employees in human resource development undertakings; decision-making structures and processes within the agency; sexual harassment and multiple burdens of women employees; among others.

The gender issues are prioritized according to three suggested criteria:

- **Strategic gender issues** are concerns of women and men aligned with the priorities of the administration and sectoral plans.
- **Relevant gender issues** are concerns aligned with the agency's mandate under the Magna Carta of Women (MCW) and other GAD policies and plans.
- **Urgent gender issues** are concerns in need of immediate action or attention.

*The trainers should be well-versed with the definition, classification, and approaches of gender issues based on MC 2018-04 or the Revised Guidelines for the Preparation of Gender and Development (GAD) Agenda. The training team should be familiar with the agency mandates and profile. Furthermore, an in-depth knowledge of agency flagship programs or projects should be ensured so that relevant examples are used during the sessions.*

**REFERENCES**


- MC 2018-04 or the Revised Guidelines for the Preparation of Gender and Development (GAD) Agenda

# SECTION 6
# HOW WILL WE MONITOR PROGRESS?
## MONITORING

# SESSION 6. DEVELOPMENT OF THE GENDER AND DEVELOPMENT (GAD) STRATEGIC PLAN

## OUTLINING THE GAD OUTCOMES, INDICATORS, BASELINE DATA, AND TARGETS PER GAD GOALS AND TRANSLATING THE GAD OUTCOMES INTO GAD PROGRAMS, PROJECTS, AND/OR ACTIVITIES

At the end of the session, participants shall be able to:

- Explain the elements of a GAD strategic plan;
- Formulate the GAD outcome/results statements;
- Identify relevant indicators per gender issue and mandate; and
- Develop specific GAD programs, projects and/or activities.

30 minutes (Discussion) and
3 Hours (Workshop)

- Lecture
- Group discussion

PowerPoint Presentation
LCD Projector
Laptop

1. The trainer provides a brief discussion on the following:
   - 1.1 Concept of GAD Strategic Plan
   - 1.2 Overview on the importance and essential elements of the GAD Strategic Plan namely;
     - GAD Outcomes/Result Statements
     - Indicators/Targets
     - Baseline Data
     - Responsible Unit/Office
     - Program, Project, and/or Activity
     - Estimated Budget
2. The trainer provides samples on how to formulate GAD outcomes and gender-sensitive indicators.
3. The training team asks the participants to form to their assigned groups. The following workshop guidelines are discussed:
   - 3.1 Based on the GAD Strategic Framework and Gender Issues, each group develops the GAD Strategic Plan for 6 years.

3.2 Two groups choose one GAD Goal with client-focused gender issues. Another two groups choose one GAD Goal with organization-focused gender issues.
3.3 The groups fill out (Worksheet 3) Annex E: Part 2 of the Revised Guidelines for the Preparation of GAD Agenda. The groups also set realistic indicators, timeline, and targets.
3.4 The groups are given 20 minutes to briefly discuss their outputs in plenary.

4. The participants are given 2 hours to craft their GAD strategic plan.
5. The training team provides inputs and comments to the outputs presented by the participants.
6. The training team end the session by summarizing or synthesizing the discussion.

**Strategic Plan**

Strategic Planning is a systematic process of envisioning a desired future, translating this desired future (Vision) into broadly defined but measurable Goals or Objectives, and setting Strategies or broad courses of action to achieve these Objectives.

Strategic planning enables organizations to determine what it wants to achieve and how they can achieve it.

A GAD Strategic Plan (GADSP) defines the strategic interventions, indicators, and targets to be pursued to achieve GAD goals over a period of time. GAD Strategic Plan is the document that will operationalize the GAD Agenda of an agency.

Government agencies shall use their GADSP as their reference in formulating their annual GAD Plan and Budget.

All essential elements of a GAD Strategic Plan are interlinked and complement one another. There should be coherence between them.

Below are the essential elements of a GAD Strategic Plan and their definition:

- **GAD Goals** are broad statements of the desired gender equality results based on the clustered gender issues; are higher-order objectives to which a GAD intervention is intended to contribute.

**Gender issues** refer to problems and concerns that arise from unequal status of women and men including the differential characteristics, roles and expectations attributed by society to women and men.

**GAD mandate** refers to international and local related laws or plans in advancing gender equality and women's empowerment.

**GAD Outcome** refers to a change that is expected to be achieved by the end of a project/program. These are manifested in changes in behavior, practice or performance within the agency and/or beneficiaries; the likely or achieved short-term and medium term effects of a GAD intervention's outputs. The formulation of GAD Outcome should be based on the gender issues and mandate of the organization.

**GAD Indicators** are quantitative or qualitative factor or variable that provides means to measure achievement, to reflect the changes connected to GAD intervention. Indicators should be clear, tangible, measurable and attainable within the plan implementation.

**Baseline data** provides a specific value for an indicator at the outset of a project or program. Baseline data is collected at one point in time, and is used as a **point of reference** against which progress on the achievement of outcomes will be measured or assessed.

**Responsible Unit/Office** refers (within the framework of governmental organization) to any major functional unit of a department or bureau including regional offices.

**Target** refers to a **specific value or range of values set for a GAD indicator** that will help determine the level of achievement of the GAD outcome. Quantitative or qualitative factor or variable that provides means to measure achievement, to reflect the changes connected to GAD intervention.

**Program/Project/Activity** refers to an intervention to achieve the desired GAD outcome of the agency or sector; an action taken through which inputs are mobilized to produce specific output.

**Budget** refers to the amount of financial resources an organization need to allocate for a given program, project or activity.

Government agencies may refer to women sectoral or term plans such as the Philippine Plan for Gender-Responsive Development (PPGD 1995-2025), Women's Empowerment, Development and Gender Equality Plan, Gender Equality and Women's Empowerment Plan in developing agency GAD Outcomes to contribute in achieving Outcomes in agency

Compared to GAD Plan and Budget which assesses immediate results (output-level) of a project or activities, GAD Strategic Plan requires outcome level indicators. Sample of outcome level indicators are: percent of complaints received and documented on derogatory portrayal of women in media and film resolved fairly, percentage of employees preparing GAD Plan and Budget and providing technical assistance on GAD Planning and Budgeting and proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age.

The head of agency approves the GAD Agenda and issues a policy ensuring its implementation by the agency's sub-units.

The GFPS shall ensure that the GAD Agenda is disseminated to the agency's sub-units, such as staff bureaus, regional or field offices.

In the formulation of the agency's annual GAD Plan and Budget, the entries in the GAD agenda such as the, gender issue, GAD outcome, indicator, target, activities, and budget for the specified year shall be reflected in the annual GPB.

The agency may adjust the GAD Agenda to include emerging gender issues and corresponding outcomes and programs, projects, and/or activities.

A review after three years and an end-term evaluation of the GADSF and GADSP shall be conducted by the GFPS and reports shall be prepared and submitted to PCW.

The 3-year progress report shall reflect the status of accomplishments based on the analysis of the desired results and outcomes, as well as variances.

The end-term report shall reflect the overall assessment of the implementation of the GAD agenda based on the goals and desired results/outcomes. It shall also reflect the variances, including unintended results, and the reasons for such, as well as the recommendations and lessons learned. Agencies shall submit together with the end-term report, a narrative of its GAD accomplishments, which may include success stories and good practices.

The GAD Agenda, progress and end-term reports shall be submitted by agencies to PCW for the purpose of monitoring, evaluation, reporting of GEWE results and as necessary, provision of technical assistance on its implementation.

Agencies with existing GAD Agenda shall review and recalibrate, as necessary, their GAD Agenda.

PCW do not endorse or approve the GAD Agenda.

**GAD Strategic Plan**

GAD Strategic Plan defines the strategic interventions, indicators, and targets to be pursued to achieve GAD goals over a period of time. GAD Strategic Plan is the document that will operationalize the GAD Agenda of an agency.

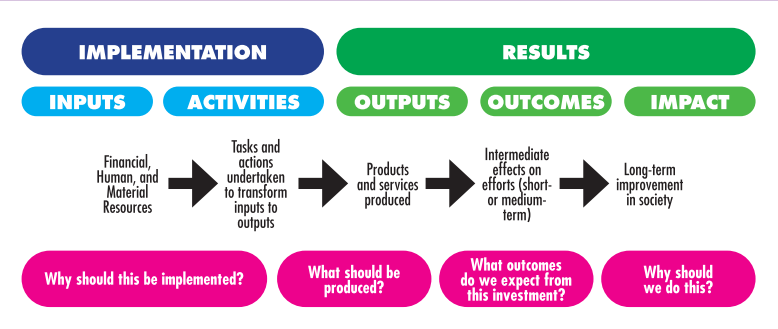
All essential elements of a GAD Strategic Plan are interlinked and complement one another. There should be coherence between them.

**The GAD Outcome/Result Statements**

The GAD Outcome/Result Statements should be clear, measurable, and specifically tied to the GAD goals. These should be SMART:

- ***Specific*** – states what, how, and when the objectives are to be achieved;
- ***Measurable*** – make sure that the objective can be measured (i.e., data or information is available to measure progress);
- ***Achievable*** – sets objectives that are feasible for the agency;
- ***Relevant*** – align objectives with the mission and vision of the agency; and
- ***Time-oriented*** – establishes a timeframe to achieve the objectives

Also, the GAD Outcomes/Result Statements should reflect the intermediate change in the gender issue being addressed.




***Source:*** *The Results Chain, from An Introduction to Results Management: Principles, Applications and Implications, ADB, 2006*

### Gender-sensitive Indicators

The gender-sensitive indicators should measure the overall scope of the program objectives. These include the dimensions of quantity, quality, and cost. If the objectives are clear, the appropriate indicators that measure the program performance can be relatively straightforward.

More so, the indicators also detail the extent to which a development intervention has been achieved within a given timeframe and in a specified location.

The indicators must capture the GAD outcomes; specify how the change are measured; and evaluate the actions of individuals and communities. They are also used to assess the changes in social, political, economic, and environmental behaviors.

Gender-sensitive indicators should be quantitative and qualitative to monitor the progress in policies, institutions, programs, and/or projects of the organization.

*Emphasize that the GAD Strategic Plan is a 6 year plan of the agency that is aligned with the strategic directions of the agency. Activities identified maybe designed as building from one activity to another or prioritized by phase. For example, the agency identified to include the training of the GAD Focal Point Members on Gender Sensitivity on Year 1 and Gender Analysis on Year 2. In terms of thematic priorities, the agency may focus their plan in strengthening internal capacities on GAD for year 1, providing access to essential GAD services on year 2, and monitoring GFPS leadership and governance on year 3.*

**REFERENCES**


- International Labour Organization (2019, May 1) Strategic Planning Workshop Guide http://eese-toolkit.itcilo.org/images/stories/training_materia/trainers%20 notes/Pillar%201.pdf
- Illinois Public Health Institute (2019, April 30) Developing a Local Health Department Strategic Plan: A How-To Guide https://www.naccho.org/uploads/ downloadable-resources/Programs/Public-Health-Infrastructure/Tribal-Strategic-Planning-Guide.pdf
- GEWE Plan
- M&E Compendium

# SECTION 7

# RE-ENTRY ACTION PLANNING (REAP)

## 6-MONTH PLAN OF ACTION OF THE AGENCY

# SESSION 7. ACTION PLANNING WORKSHOP

## DEVELOPMENT OF RE-ENTRY ACTION PLAN (REAP) IN THE FORMULATION OF GAD AGENDA

At the end of the workshop, participants shall be able to:

- Develop a REAP in formulating their agency GAD Agenda; and
- Implement the activities identified in the REAP in their agency.

30 minutes (Discussion) and
1 Hour (Workshop)

- Lecture
- Group Discussion
- Workshop

PowerPoint Presentation
LCD Projector
Worksheet
Ballpen
Laptop

1. The training team provides a brief discussion of the REAP in the Formulation of GAD Agenda.
2. The training team emphasizes that the REAP is a sign of commitment of the participants to formulate the agency GAD Agenda.
3. The training team asks the participants to go back to their respective groups for the workshop and present the following workshop guidelines:
   - 3.1 The groups fill out the template on REAP on the Formulation of GAD Agenda.
   - 3.2 The groups identify the priority activities to create the GAD Agenda, and set realistic timeline and targets.
   - 3.3 Participants affix their name, signature, and date on the last page of the template.

4. The participants are given 1 hour to prepare their re-entry action plan.
5. After the action planning, the training team summarizes or synthesizes the workshop.
6. To end the training, participants will answer the Post-test and Over-all Evaluation Form of the activity. The trainers will also ask for verbal feedback/assessment of the activity.

**Re-entry Action Plan**

The Re-entry Action Plan (REAP) outlines how the participants intend to use their education and skills acquired during the training to contribute in the development of the GAD Agenda. It will also serve as a monitoring tool of PCW to track their progress in their commitment.

In identifying activities and timeline in the REAP, participants must consider the involvement and participation of other unit and/or division and the members of the GAD Focal Point System in creating the GAD Agenda. They must able to adjust or re-calibrate the activities in their current GAD Plan and Budget.

*The training team may devise a different re-entry action plan template depending on the preliminary discussion of the GAD agenda with the planning team and its GFPS.*

## CLOSING PROGRAM

The training team discusses with the Agency GAD Agenda Planning Team and the GFPS on content of the closing program. The closing program usually includes a closing message from the head of the GFPS Executive Committee or the Technical Working Group to highlight the commitments of the participants mentioned in the REAP and to show the follow through action of the agency. The Certificates of Participation are also provided to the participants.

## EVALUATION

The training team ensures that the entire workshop design and session are evaluated using appropriate evaluation tool. The performance of the training team is assessed using the RP Evaluation Forms, which are distributed to the participants and collected before the closing program. Training team also sees to it that the Posttest exam is administered after the last workshop.

# ANNEX 1. PRETEST/POSTTEST FOR GAD AGENDA TRAINING GUIDE

## PART I (MULTIPLE CHOICE)

**Direction. Encircle the letter of the correct answer.**

1. It _____ is the agency's strategic framework and plan on gender mainstreaming, and achieving women's empowerment and gender equality.

   a. GAD Plan and Budget
   b. GAD Goals
   c. GAD Agenda
   d. GAD Code

2. It refers to gap/s arising from the unequal status of women and men stakeholders (customers, clients, beneficiaries) of the agency. It also includes the extent of their disparity over access to benefits from and contribution to a policy, program, projects and/or services of the agency.

   a. Organization-focused gender issue
   b. Client-focused gender issue
   c. Gender inequality
   d. Gender discrimination

3. It is formulated to reflect the agency's projected direction; and to achieve gender equality and women's empowerment based on its mandate, priorities, and thrusts.

   a. GAD Vision
   b. GAD Mission
   c. GAD Goals
   d. GAD Objectives

4. It is a process of analyzing the relevant information that affects the operation of the agency. It also systematically assesses internal and external factors of the organization.

   a. Benchmarking
   b. Corporate Planning
   c. Information Gathering
   d. Environmental Scanning

5. It enables organizations to determine what it wants to achieve and how it can be achieved.

   a. Corporate Planning
   b. Strategic Planning
   c. Visioning
   d. Environmental Scanning

6. It refers to the process of evaluating the differences in participation, benefits, and impacts between women and men. It also involves the progress toward gender equality and changes in gender relations.

   a. Gender Mainstreaming
   b. Gender Relations
   c. Gender Differences
   d. Gender Analysis

7. It defines the strategic interventions, indicators, and targets to be pursued to achieve GAD goals over a period of time.

   a. GAD Agenda
   b. GAD Strategic Framework
   c. GAD Strategic Plan
   d. GAD Plan and Budget

8. It is the document of the agency that is operationalized by the GAD Strategic Plan.

   a. GAD Plan and Budget
   b. GAD Agenda
   c. GAD Mandate
   d. GAD Goals

9. It leads the development of GAD Agenda.

   a. Head of Agency
   b. GAD Focal Person
   c. GAD Focal Point System
   d. GAD Consultant

10. It is clear, measurable, and specifically tied to the GAD Outcomes/Result Statements.

    a. GAD Plan and Budget
    b. Indicator
    c. Baseline
    d. GAD Goal

11. It is the basis of the formulation of the GAD Outcomes/Result Statements.

    a. Approved GPB of the organization
    b. Gender Issues and Mandates
    c. GMEF Level
    d. Flagship programs of the agency

12. It is the timeframe for the implementation of GAD Agenda as per PCW Memorandum Circular 2018-04.

    a. 3 years
    b. 6 years
    c. 9 years
    d. None of the above

13. One of its examples is showing the percentage of female engineers and technical staff in the agency.

    a. GAD Goals
    b. Indicator
    c. Baseline
    d. GAD Statement

14. It analyses whether the internal practices and related support systems for gender mainstreaming are effective; reinforced; and are followed.

    a. Gender Analysis
    b. Gender Audit
    c. Gender Programming
    d. None of the Above

15. It is a quantitative or qualitative factor or variable that provides means to measure achievement; and to reflect the changes connected to GAD intervention.

    a. GAD Indicator
    b. GAD Baseline
    c. GAD Result
    d. GAD Outcome

## PART II (TRUE OR FALSE)

**Direction. Write T if the statement is correct. If the statement is false, replace the underlined word/s with the correct answer.**

_____ 1. An organization-focused gender issue points to the gap/s in the capacity of the organization to integrate a gender dimension in its programs, systems or structure.

_____ 2. The head of the GAD Focal Point System Technical Working Group approves the GAD Agenda and issues a policy that ensures its implementation by the agency's sub-units.

_____ 3. PCW reviews and endorses GAD Agenda of agencies.

_____ 4. The agency may seek the support of external GAD practitioners or sectoral experts from women or GAD-related civil society organizations; members of the PCW Gender Resource Pool; and representatives of Regional GAD Resource Centers to serve as resource persons or consultants for the preparation of the GAD Agenda.

_____ 5. The GAD Strategy articulates the agency's purpose based on its mandate in achieving gender equality and women's empowerment.

_____ 6. GFPS may use the results of the application of gender analysis tools such as the Gender Mainstreaming Evaluation Framework (GMEF), Harmonized Gender and Development Guidelines (HGDG), and Participatory Gender Audit (PGA) for the preparation of their GAD Agenda.

_____ 7. The GAD Agenda is a two-part document consisting of the GAD Strategic Framework (GADSF) and the GAD Plan and Budget (GPB).

_____ 8. The agency may directly cite specific GAD mandates that emanate from GAD-related laws or plans to implement in their GAD Agenda.

_____ 9. The agency cannot adjust the GAD Agenda to include emerging gender issues; and corresponding outcomes, and programs, projects, and/or activities that have not been included in the planning period.

_____ 10. Gender issue refers to any disparity between women and men's condition or position in society.

# ANNEX 2. PCW MEMORANDUM CIRCULAR 2018-04 GAD AGENDA GUIDELINES PREPARATION

| Philippine Commission on Women | MEMORANDUM CIRCULAR | Document Code: PDPMED-T-PDev-003 | |
|---|---|---|---|
| | | Date: May 4, 2018 | |
| | | Revision: 00 | Page 1 of 6 |

**NO. 2018-04**

**TO** : Heads of Executive Departments, Agencies, Bureaus, Offices, State Universities and Colleges, Government Owned and/or Controlled Corporations, Legislative and Judiciary Branches, Constitutional Bodies and Other National Government Instrumentalities

**SUBJECT** : Revised Guidelines for the Preparation of the Gender and Development (GAD) Agenda

**DATE** : September 19, 2018

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## 1. BACKGROUND AND RATIONALE

In accordance with the Magna Carta of Women (MCW) and the Philippines' commitment to achieve gender equality and women's empowerment (GEWE), the *Guidelines for the Preparation of Annual GAD Plans and Budgets (GPBs) and GAD Accomplishment Reports (ARs)* was issued by the Philippine Commission on Women, the National Economic and Development Authority (NEDA) and the Department of Budget and Management (DBM). The guidelines provide the procedures for the formulation, implementation, monitoring and evaluation of GAD plans and budgets of agencies and identify the setting of the GAD agenda as one of the steps in formulating the GAD plan. The GAD agenda shall be the basis for the annual formulation of programs, activities and projects (PAPs) to be included in the GPBs of agencies. It will provide agencies with direction in setting and monitoring their GAD initiatives towards the achievement of their GEWE goals.

The development of the GAD Agenda shall be guided by the desired GEWE outcomes and goals embodied in the MCW and other women or gender-related laws relevant to the agency's mandates; the Philippine Plan for Gender Responsive Development (PPGD) 1995-2025 and term plans on GEWE; and various international GAD-related commitments such as the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW), the Beijing Platform for Action (BPfA), and the Sustainable Development Goals (SDGs). It shall also be anchored on the priorities and thrusts of the government as expressed in the Philippine Development Plan and various sectoral plans. (See Annex A)

## 2. PURPOSE

This Memorandum Circular provides the guidelines and procedures in the formulation, implementation, monitoring, and evaluation of the multi-year GAD Agenda as basis for the annual GAD Plans and Budgets of agencies.

## 3. GENERAL GUIDELINES

3.1. The GAD Agenda is the agency's strategic framework and plan on gender mainstreaming, and achieving women's empowerment and gender equality. It shall:

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3.1.1. serve as basis in identifying programs, activities, and projects to be undertaken to achieve the GAD goals and outcomes;

3.1.2. provide the monitoring and evaluation (M&E) framework for assessing GAD results and outcomes that shall be the basis for strengthening the mainstreaming of a GAD perspective in the agency's operations and programs; and

3.1.3. be formulated in a participatory, consultative and inclusive process. It shall consider the results from consultations with women target beneficiaries as well women's groups/organizations working on the sector and other concerned stakeholders, and the identified gaps resulting from gender analysis.

## 4. CONTENT AND TIMEFRAME OF THE GAD AGENDA

The GAD Agenda is a two-part document consisting of the GAD Strategic Framework (GADSF) and the GAD Strategic Plan (GADSP). The GADSF outlines the agency's GAD Vision, Mission and Goals anchored on the mandate of the agency, while GADSP defines the strategic interventions, indicators, and targets to be pursued to achieve GAD goals over a period of time.

The timeframe of the GAD Agenda is six years.

## 5. STEPS IN FORMULATING THE GAD AGENDA (See Annex B)

### 5.1. Organizing the Planning Team

5.1.1. The Head of Agency or GAD Focal Point System (GFPS) Chairperson shall issue, if necessary, an office memorandum for the preparation of the GAD Agenda.

5.1.2. For agencies with sub-units, the GFPS of the central office (CO) shall ensure the representation and participation of regional offices, staff bureaus, and other sub-units of the agency in the planning team. Attached agencies and bureaus independent from their parent agency shall also issue an office memorandum and shall prepare their respective GAD Agenda

5.1.3. The agency may also seek the support of external GAD practitioners or sectoral experts from women or GAD-related civil society organizations, members of the PCW Gender Resource Pool, representatives of Regional GAD Resource Centers, to serve as resource persons or consultants for the preparation of the GAD Agenda.

### 5.2. Conducting Gender Analysis

5.2.1. The agency, led by the GFPS, shall conduct gender analysis based on the following:

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5.2.1.1. results of the application of gender analysis tools such as the Gender Mainstreaming Evaluation Framework (GMEF), Harmonized Gender and Development Guidelines (HGDG), Participatory Gender Audit (PGA) and other gender analysis tools;

5.2.1.2. analysis of sex-disaggregated data and/or relevant information;

5.2.1.3. review of GAD-related mandates and policies (international and local);

5.2.1.4. review of sectoral and Gender Equality and Women's Empowerment (GEWE) plans and GAD-related indicators; and

5.2.1.5. issues and recommendations gathered from consultations with women's groups/organizations working on the sector and other concerned stakeholders.

5.2.2. After collating the results of the gender analysis, the agency should be able to come up with a summary list of gender issues.

5.2.3. The gender issue could be client-and/or organization-focused.

5.2.3.1. A client-focused gender issue refers to gap/s arising from the unequal status of women and men stakeholders (customers, clients, beneficiaries) of a particular agency including the extent of their disparity over access to benefits from and contribution to a policy, program, projects and/or services of the agency.

5.2.3.2. An organization-focused gender issue, on the other hand, points to the gap/s in the capacity of the organization to integrate a gender dimension in its programs, systems or structure.

### 5.3. Setting the Agency's GAD Vision and Mission (See Annex D)

The GAD vision shall be formulated to reflect the agency's projected direction to achieve its gender equality and women's empowerment based on its mandate, priorities and thrusts. The GAD Mission should articulate the agency's purpose based on its mandate in relation to achieving gender equality and women's empowerment.

### 5.4. Formulating the GAD Goals

Based on the results of gender analysis, the agency shall set 3-5 GAD goals that it can achieve during the timeframe set.

### 5.5. Prioritizing Gender Issues and/or GAD Mandates per GAD Goal

5.5.1. The gender issues shall be prioritized according to what the agency can achieve within the timeframe of the GAD Agenda.

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5.5.2. In prioritizing the gender issues to be addressed, the agency may consider the following criteria:

5.5.2.1. *Strategic*– aligned with the priorities of the administration and sectoral plans;

5.5.2.2. *Relevant* – aligned with the agency's mandate under the MCW and other GAD-related policies and plans; affects a significant number of stakeholders;

5.5.2.3. *Urgent* – immediate action or attention is necessary to respond to a pressing gender issue/concern

5.5.3. Aside from priority gender issues, the agency may directly cite specific GAD mandates emanating from GAD-related laws or plans that it needs to implement.

### 5.6. Outlining the GAD Outcomes, Indicators, Baseline Data, and Targets per GAD Goal

5.6.1. Based on the priority gender issues/GAD mandates, formulate the GAD Outcomes/Result Statements to be achieved within the timeframe of the GAD Agenda. The statement should provide a sense of progress toward reaching the goal.

5.6.2. Identify the indicators to measure the progress towards the attainment of the GAD outcome/result. An indicator can be qualitative or quantitative, and is composed of a unit of measure, a unit of analysis and a context.

5.6.3. Provide the baseline data.

5.6.4. Set annual targets for each indicator.

### 5.7. Translating the GAD Outcomes into GAD Programs, Projects, and/or Activities

5.7.1. Identify/ Develop specific GAD programs, projects, and/or activities aligned with identified strategies with corresponding estimated budget, to achieve the desired GAD outcomes.

5.7.2. Fill out the GAD Strategic Plan template (Annex E).

## 6. OPERATIONALIZATION

6.1. The head of agency shall approve the GAD Agenda and issue a policy ensuring its implementation by the agency's sub-units.

6.2. The GFPS shall ensure that the GAD Agenda is disseminated to the agency's sub-units, such as staff bureaus, regional or field offices.

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6.3 In the formulation of the agency's annual GAD Plan and Budget, the entries in the GAD agenda such as the, gender issue, GAD outcome, indicator, target, activities, and budget for the specified year shall be reflected in the annual GPB.

6.4 To measure the progress made in achieving the GAD Goals, the agency shall identify its annual targets, and move from program, project, and/or activity completion and outputs in the first year or two, to results in terms of achieving the GAD outcomes towards the end of the GAD agenda timeframe. It shall monitor and evaluate progress made in achieving these targets in its GAD Annual Accomplishment Reports.

6.5 GAD programs, projects, and/or activities, may be modified, as necessary, in order to attain the GAD outcomes and goals.

6.6 The agency may also adjust the GAD Agenda to include emerging gender issues and corresponding outcomes and programs, projects, and/or activities that may not have been included at the onset of the planning period.

## 7. MONITORING & EVALUATION

7.1. A review after three years and an end-term evaluation of the GADSF and GADSP shall be conducted by the GFPS and reports shall be prepared and submitted to PCW.

7.2. The 3-year progress report shall reflect the status of accomplishments based on the analysis of the desired results and outcomes, as well as variances. (See Annexes C & F)

7.3. The end- term report shall reflect the overall assessment of the implementation of the GAD agenda based on the goals and desired results/outcomes. It shall also reflect the variances, including unintended results, and the reasons for such, as well as the recommendations and lessons learned. Agencies shall submit together with the end-term report, a narrative of its GAD accomplishments, which may include success stories and good practices.

7.4. The result of the evaluation may serve as basis in formulating its GAD Agenda for the next planning period. (See Annexes C & G)

## 8. SUBMISSION

The GAD Agenda, progress and end- term reports shall be submitted by agencies to PCW for the purpose of monitoring, evaluation, reporting of GEWE results and as necessary, provision of technical assistance on its implementation.

## 9. TRANSITORY PROVISION

Agencies are encouraged to prepare their GAD Agenda upon the effectivity of this guidelines for calendar years (CY) 2020-2025. Agencies with existing GAD Agenda shall review and recalibrate, as necessary, their GAD Agenda in line with these Guidelines.

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**10. EFFECTIVITY CLAUSE**

This Memorandum Circular shall take effect immediately.

**RHODORA T. MASILANG-BUCOY, Ph.D.**
Chairperson
Philippine Commission on Women

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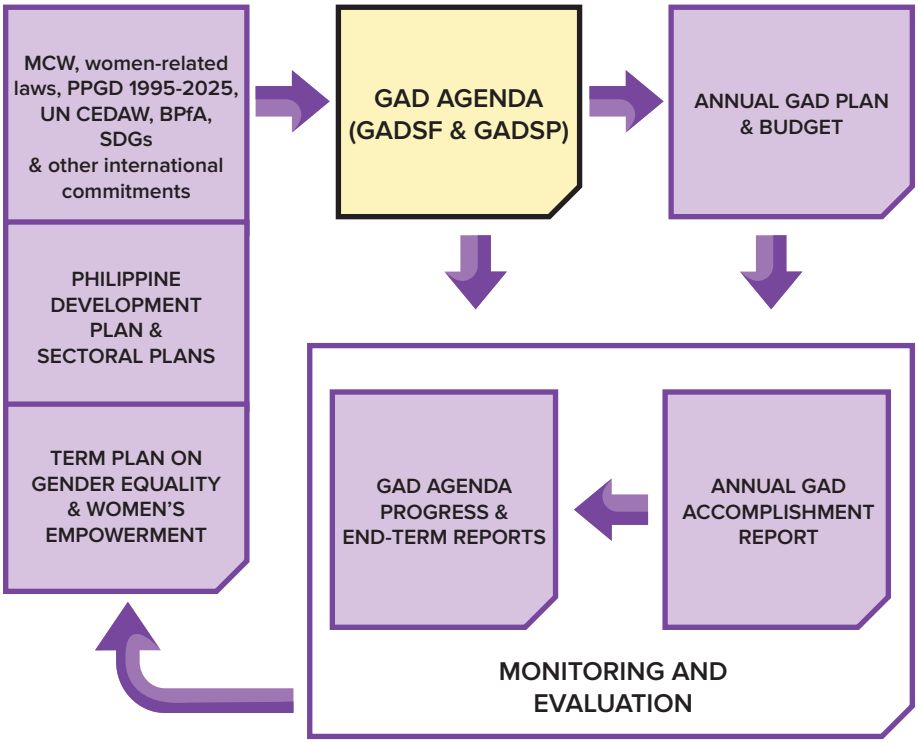
## GAD AGENDA POLICY FRAMEWORK




**LEGEND:**
**MCW** – Magna Carta of Women
**PPGD** – Philippine Plan for Gender-Responsive Development
**CEDAW** – Convention on the Elimination of Discrimination Against Women
**BPfA** – Beijing Platform for Action
**SDG** – Sustainable Development Goals
**GADSF** – GAD Strategic Framework
**GADSP** – GAD Strategic Plan

# STEPS IN FORMULATING THE GAD AGENDA

## PART 1: GAD STRATEGIC FRAMEWORK (GADSF)

### STEP 1: ORGANIZING THE PLANNING TEAM

a) The Head of Agency or GAD Focal Point System (GFPS) Chairperson shall issue, if necessary, an office memorandum for the preparation of the GAD Agenda.

b) For agencies with sub-units, the GFPS of the central office (CO) shall ensure the representation and participation of regional offices, staff bureaus, and other sub-units of the agency in the planning team. Attached agencies and bureaus independent from their parent agency shall also issue an office memorandum and shall prepare their respective GAD Agenda

c) The agency may also seek the support of external GAD practitioners or sectoral experts from women or GAD-related civil society organizations, members of the PCW Gender Resource Pool, representatives of Regional GAD Resource Centers, to serve as resource persons or consultants for the preparation of the GAD Agenda.

### STEP 2: CONDUCTING GENDER ANALYSIS

a) The agency, led by the GFPS, shall conduct gender analysis based on the following:
- results of the application of gender analysis tools such as the Gender Mainstreaming Evaluation Framework (GMEF), Harmonized Gender and Development Guidelines (HGDG), Participatory Gender Audit (PGA) and other gender analysis tools;
- analysis of sex-disaggregated data and/or relevant information;
- review of GAD-related mandates and policies (international and local);
- review of sectoral and Gender Equality and Women's Empowerment (GEWE) plans and GAD-related indicators; and
- issues and recommendations gathered from consultations with women's groups/organizations working on the sector and other concerned stakeholders.

b) After collating the results of the gender analysis, the agency should be able to come up with a summary list of gender issues.

c) The gender issue could be client-and/or organization-focused.
- A client-focused gender issue refers to gap/s arising from the unequal status of women and men stakeholders (customers, clients, beneficiaries) of a particular agency including the extent of their disparity over access to benefits from and contribution to a policy, program, projects and/or services of the agency.
- An organization-focused gender issue, on the other hand, points to the gap/s in the capacity of the organization to integrate a gender dimension in its programs, systems or structure.

**STEP 3: SETTING THE AGENCY'S GAD VISION & MISSION**

The GAD vision shall be formulated to reflect the agency's projected direction to achieve its gender equality and women's empowerment based on its mandate, priorities and thrusts. The GAD Mission should articulate the agency's purpose based on its mandate in relation to achieving gender equality and women's empowerment.

**STEP 4: FORMULATING THE GAD GOALS**

Based on the results of gender analysis, the agency shall set 3-5 GAD goals that it can achieve during the timeframe set.

**STEP 5: PRIORITIZING GENDER ISSUES AND/OR GAD MANDATES PER GAD GOAL**

a) The gender issues shall be prioritized according to what the agency can achieve within the timeframe of the GAD Agenda.
b) In prioritizing the gender issues to be addressed, the agency may consider the following criteria:
   - Strategic– aligned with the priorities of the administration and sectoral plans;
   - Relevant – aligned with the agency's mandate under the MCW and other GAD-related policies and plans; affects a significant number of stakeholders;
   - Urgent – immediate action or attention is necessary to respond to a pressing gender issue/concern
c) Aside from priority gender issues, the agency may directly cite specific provisions from GAD-related law or plans that it needs to implement.

**STEP 6: OUTLINING THE GAD OUTCOMES, INDICATORS, BASELINE DATA, AND TARGETS PER GAD GOAL**

a) Based on the priority gender issues, formulate the GAD Outcomes/Result Statements to be achieved within the timeframe of the GAD Agenda. The statement should provide a sense of progress toward reaching the goal.
b) Identify the indicators to measure the progress towards the attainment of the GAD outcome/result. An indicator can be qualitative or quantitative, and is composed of a unit of measure, a unit of analysis and a context.
c) Provide the baseline data.
d) Set annual targets for each indicator.

**STEP 7: TRANSLATING THE GAD OUTCOMES INTO GAD PROGRAMS, PROJECTS,
AND/OR ACTIVITIES**

a) Identify/ Develop specific GAD programs, projects, and/or activities aligned with identified strategies with corresponding estimated budget, to achieve the desired GAD outcomes.
b) Fill out the GAD Strategic Plan template (Annex E).

# STEPS IN ACCOMPLISHING THE PROGRESS AND END-OF-TERM REPORTS

## PROGRESS REPORT

*(Refer to page 62-63 for the Template and Sample Entries)*

1. From the completed GAD agenda, reflect the GAD goal, outcome, indicators, and targets for the period in the appropriate columns of the mid-term report template;
2. Provide the baseline value and the year of the data;
3. In column 5, enter the actual accomplishments for the monitoring period and reflect the percentage of accomplishment;
4. Provide the actual cost and percent utilization in column 6;
5. If deviations were made, cite the reason/s for deviations and if there are unintended results in column 7;
6. Identify recommendations and adjustments that the agency intends to do to ensure that the targets set for the remaining years of the GAD agenda will be met.

## ENDTERM REPORT

*(Refer to page 64-65 for the Template and Sample Entries)*

1. From the completed GAD agenda, reflect the GAD goal, outcome, indicators, targets and baseline identified in the appropriate columns of the end-of term report template;
2. In column 5, enter the accomplishments/achievements;
3. Reflect in column 6; actual cost and percent utilization
4. If there are deviations and unintended results provide it in column 7.
5. In column 8, identify the challenges encountered during the implementation of the GAD agenda and recommendations and lessons learned in implementing the GAD agenda.
6. Include as attachments in the end-of-term report the narrative program/ project reports highlighting achievements and success stories of the program/project.

# GAD AGENDA TEMPLATE & SAMPLE ENTRIES

## PART 1: GAD STRATEGIC FRAMEWORK

**AGENCY:**

**MANDATE:**

**GAD VISION:**

Men and women equally contribute to and benefit from an ideal state of greater energy access for inclusive growth.

**GAD MISSION:**

To effect institutional change by promoting and providing equal rights, opportunities, and shared responsibilities among men and women through mainstreaming gender and development in the energy-sector policies, plans, programs, and projects.

**GAD GOALS:**

1. Enhanced gender mainstreaming at DOE and its attached agencies that will help achieve gender equality and women empowerment in the energy sector
2. Increased/equal access of women and men to modern energy technology, goods, and services
3. Increased participation of women in energy-sector consultation processes, community organizations, and decision-making bodies
4. Gender-balanced employment in the energy sector

## PART 1: GAD STRATEGIC PLAN (E.G. 2020-2025)

**AGENCY:**

**GAD GOAL #**

| GENDER ISSUE/ GAD MANDATE | GAD OUTCOME/ RESULT STATEMENT | INDICATOR | BASELINE | RESPONSIBLE UNIT/OFFICE | YEAR 1 | | | YEAR 2 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | TARGET | PROGRAM/ PROJECT/ ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM/ PROJECT/ ACTIVITY | ESTIMATED BUDGET |
| Low percentage of women engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives. | Higher proportion of women engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives. | Percentage of women engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives. | 55% of the total engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives. | Human Resource Office | 10% of the total engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives are female. | Conduct consultations on increasing percentage of women engineers and technical workers. | Php 50,000 | 15% of the total engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives are female. | Conduct massive hiring campaigns for female engineering graduate. | Php 1M |

| YEAR 3 | | | YEAR 4 | | | YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM/ PROJECT/ ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM/ PROJECT/ ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM/ PROJECT/ ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM/ PROJECT/ ACTIVITY | ESTIMATED BUDGET |
| 20% of the total engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives are female. | Hire female engineer and technical workers. | Php 1.2M | 30% of the total engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives are female. | Hire additional female engineers and staff. | Php 1.3M | 40% of the total engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives are female. | Hire additional female engineers and staff. | Php 1.4M | 45% of the total engineers and technical workers in DOE, bureaus, attached agencies and electric cooperatives are female. | Hire additional female engineers and staff. | Php 1.5M |

# GAD AGENDA PROGRESS REPORT TEMPLATE & SAMPLE ENTRIES

| AGENCY: | | | |
|---|---|---|---|
| **GAD GOAL #** | | | |
| Gender-balanced employment in the energy sector. | | | |
| **GAD OUTCOME/ RESULT STATEMENT** | **INDICATORS** | **BASELINE VALUE & YEAR** | **TARGET FOR THE PERIOD** |
| **(1)** | **(2)** | **(3)** | **(4)** |
| Higher proportion of female engineers and technical staff to total engineers and technical staff, by energy agency | * Percentage of female engineers and technical staff in the agency, its bureaus and attached agencies, and electric cooperatives (ECs) | 5% female engineers & technical staff (2017) | By 2022, 40% of total number of engineers and technical staff are females |

| ACTUAL ACCOMPLISHMENTS/ PERCENT ACCOMPLISHED | ACTUAL COST AND PERCENT UTILIZATION | VARIANCE & UNINTENDED RESULTS | RECOMMENDATIONS & ADJUSTMENTS |
|---|---|---|---|
| (5) | (6) | (7) | (8) |
| * Hired additional 100 female engineers and technical staff from 2018-2020<br><br>*20% of total number of engineers and technical staff are females, based on regularly updated sex-disaggregated data of the employees as of June 2020 | Php 50,000,000 (90%) | | Conduct massive hiring campaign among female graduates ofengineering and other related courses. |

# GAD AGENDA END-TERM REPORT TEMPLATE & SAMPLE ENTRIES

| AGENCY: | | | |
|---|---|---|---|
| **GAD GOAL #** | | | |
| Gender-balanced employment in the energy sector. | | | |
| **GAD OUTCOME/ RESULT STATEMENT** | **INDICATORS** | **BASELINE VALUE & YEAR** | **TARGET FOR THE PERIOD** |
| **(1)** | **(2)** | **(3)** | **(4)** |
| Higher proportion of female engineers and technical staff to total engineers and technical staff, by energy agency | * Percentage of female engineers and technical staff in the agency, its bureaus and attached agencies, and electric cooperatives (ECs) | 5% of engineers and technical staff are females (2017) | By 2022, 40% of total number of engineers and technical staff are females |

| ACTUAL ACCOMPLISHMENTS/ PERCENT ACCOMPLISHED | ACTUAL COST AND PERCENT UTILIZATION | VARIANCE & UNINTENDED RESULTS | CHALLENGES RECOMMENDATIONS & LESSONS LEARNED |
|---|---|---|---|
| (5) | (6) | (7) | (8) |
| 35% of total number of engineers and technical staff are females (as of June 2022)<br><br>*There are 212 female engineers & technical staff out of 600. | Php 1.2 M (80%) | | CHALLENGES: Limited engineering courses in state universities in the Visayas and Mindanao<br><br>RECOMMENDATIONS: Partner with private universities especially in the Visayas and Mindanao areas to be able to recruit/ accommodate more female students who aspire to become engineers |

# GLOSSARY

**Agency** – refers to any of the various units of the Government, including a department, bureau, office, instrumentality, or government-owned or controlled corporation.[1]

**Baseline** – baseline data provides a specific value for an indicator at the outset of a project or program. Baseline data is collected at one point in time, and is used as a point of reference against which progress on the achievement of outcomes will be measured or assessed.[2]

**Department** – refers to an executive department created by law. This shall also include any instrumentality having or assigned the rank of a department, regardless of its name or designation.[3]

**GAD Activity** – is an intervention to achieve the desired GAD outcome of the agency or sector; an action taken through which inputs are mobilized to produce specific outputs*

**GAD Agenda** – refers to the agency's strategic framework and plan for gender mainstreaming and achieving gender equality and women's empowerment outcomes.

**GAD Goals** – are broad statements of the desired gender equality results based on the clustered gender issues; are higher-order objectives to which a GAD intervention is intended to contribute.[4]

**GAD Indicator** – is a quantitative or qualitative factor or variable that provides means to measure achievement, to reflect the changes connected to GAD intervention.

**GAD Outcome** – refers to a change that is expected to be achieved by the end of a project/program. These are manifested in changes in behavior, practice or performance within the agency and/or beneficiaries; the likely or achieved short-term and medium term effects of a GAD intervention's outputs.[5]

1 Executive Order No. 292 or Administrative Code of 1987.
2 Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide (Second Edition, 2016).
3 Ibid.
4 Based on the Results-based Monitoring and Evaluation Guidebook, Philippine Australia Human Resource and Organizational Development Facility and Department of Interior and Local Government
5 Ibid.

**GAD Planning and Budgeting** – is a systematic approach to gender mainstreaming, carried out by all government instrumentalities, through the annual development and implementation of programs, activities and projects and addressing gender issues and concerns in their respective organizations, sectors and constituencies by utilizing at least five percent (5%) of their total budget allocation.[6]

**GAD Target** – refers to a specific value or range of values set for a GAD indicator that will help determine the level of achievement of the GAD outcome.

**Gender Analysis** – is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situation or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. A gender analysis should be integrated into all sector assessments or situational analyses to ensure that gender-based injustices and inequalities are not exacerbated by interventions and that where possible, greater equality and justice in gender relations are promoted.[7]

**Gender Audit** – is essentially a "social audit", and belongs to the category of "quality audits", which distinguishes it from traditional "financial audits". It considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed. It establishes a baseline; identifies critical gaps and challenges; and recommends ways of addressing them, suggesting possible improvements and innovations. It enhances the collective capacity of the organization to examine its activities from a gender perspective and identify strengths and weaknesses in promoting gender equality issues. It monitors and assesses the relative progress made in gender mainstreaming and helps to build organizational ownership for gender equality initiatives and sharpens organizational learning on gender.[8]

**Gender and Development (GAD)** – refers to the development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices and contends that women are active agents of development, not just passive recipients of development.[9]

6 Section 3.7, PCW Memorandum Circular No. 2011-01.
7 Gender Equality, UN Coherence and You.
8 Section 7, G. Rule II, Implementing Rules and Regulations, Magna Carta of Women.
9 Section 4 (h), Chapter II, Magna Carta of Women.

**Gender Equality** – refers to the principles asserting the equality of women and men and their right to enjoy equal conditions realizing their full human potentials to contribute to and benefit from the results of development, and with the State recognizing that all human beings are free and equal in dignity and rights.[10]

**Gender Gap** – refers to any disparity between women and men's condition or position in society. It is often used to refer to a difference in average earnings between women and men.[11]

**Gender Issue** – refers to any issue or concern determined by gender-based and/or sex-based differences between women and men. Gender issues include all aspects and concerns related to women's and men's lives and situation in society, to the way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions and policies.[12]

**Gender Mainstreaming** – refers to the strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies, programs and projects in all economic, political, social and civil spheres so that women and men benefit equally. It is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs in all areas and at all levels.[13]

**Office** – refers (within the framework of governmental organization) to any major functional unit of a department or bureau including regional offices.[14]

**Staff Bureau** – refers to any principal subdivision or unit of any department.[15]

**Variance** – any deviation from the identified results, activities and targets.

**Women's Empowerment** – refers to the provision, availability, and accessibility of opportunities, services and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation as well as those which shall provide them equal access to ownership, management, and control of production, and of material and informational resources and benefits in the family, community, and society

10 Section 4 (f), Chapter II, Magna Carta of Women.
11 The Global Gender Gap Report 2012.
12 European Institute for Gender Equality, 2014.
13 Section 4 (i), Chapter II, Magna Carta of Women.
14 Executive Order No. 292 or Administrative Code of 1987.
15 Executive Order No. 292 or Administrative Code of 1987.

# ANNEX 3. PROFILE AND CAPACITY ASSESSMENT FORM

| Philippine Commission on Women | GAD AGENDA PARTICIPANT'S PROFILE AND CAPACITY ASSESSMENT FORM | Document Code TSRCD-T-010 | |
|---|---|---|---|
| | | Date: April 29, 2019 | |
| | | Revision: 0 | Page: 1 of 4 |

**Instructions:** This 4-page GAD Agenda Participant's Profile and Capacity Assessment Form is to be filled out by the aspiring participants of the Training Workshop on the Formulation of Gender and Development (GAD) Agenda on May 29-31, 2019. Information gathered from this Participant's Profile and Capacity Assessment Form are treated with utmost confidentiality and will be used as reference of the organizing team. Information with asterisk (*) are required. Thank you very much.

**A. PARTICIPANT'S PROFILE**

**I. Agency Information**

| | |
|---|---|
| Name of Agency* | |
| Office Address | |
| Work Telephone Number | |

**II. Basic Information**

| | |
|---|---|
| Surname * | |
| First Name * | |
| Middle Name * | |
| Sex * | |
| Age* | |
| Highest Educational Attainment | ☐ Post-Graduate<br>☐ Graduate<br>☐ College |

**III. Membership to the GAD Focal Point System (GFPS) and GAD Agenda Planning Team**

| | |
|---|---|
| 1. Are you a member of the GAD Focal Point System (GFPS)?* | ☐ Yes ☐ No |
| 2. Are you a member of any of the following? | ☐ Executive Committee<br>☐ Technical Working Group<br>☐ Secretariat |
| 3. Current designation in the GFPS* | ☐ Chairperson ☐ Co-Chairperson<br>☐ Vice Chairperson ☐ Member |

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| | |
|---|---|
| 4. No. of years of membership in the GAD Focal Point (regardless of designated position in the GFPS)* | |
| 5. Has your agency issued a policy on the Creation of GAD Agenda Planning Team? | ☐ Yes *(If yes, please attach the GAD Agenda Planning Team policy issued by your agency)*<br>☐ No |
| 6. Are you a member of the GAD Agenda Planning Team | ☐ Yes ☐ No |

**IV. GAD Trainings and Seminars Attended** *(in the last 5 years)*

| Title of GAD Training *(start with most recent)* | Organized By | Venue | No. of Hours |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Note: Kindly attached copies of certificate of training/participation

**V. Should you be qualified for the training workshop in the preparation of GAD Agenda, would you be willing to cascade your learnings and share your experiences to your agency?**

☐ Yes
☐ No. Why not? _____

_____

_____

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**B. CAPACITY ASSESSMENT**

Please encircle the number that corresponds to your answer to ascertain your knowledge on GAD concepts, policies and tools listed below.

| Familiarity on GAD Concepts, Policies, and Tools | 1 Know little about it | 2 Confident to talk about it | 3 Can apply it to work/ ouput deliverables | 4 Proficient in teaching the skills and knowledge to others and is able to easily apply it to work/outputs |
|---|---|---|---|---|
| **I. BASIC GAD CONCEPTS** | | | | |
| 1. Sex and Gender | 1 | 2 | 3 | 4 |
| 2. Gender Stereotypes | 1 | 2 | 3 | 4 |
| 3. Gender Perspective | 1 | 2 | 3 | 4 |
| 4. Gender Mainstreaming | 1 | 2 | 3 | 4 |
| 5. Gender Equity | 1 | 2 | 3 | 4 |
| 6. Gender Equality | 1 | 2 | 3 | 4 |
| 7. Gender Discrimination | 1 | 2 | 3 | 4 |
| 8. Gender and Development | 1 | 2 | 3 | 4 |
| 9. Gender Analysis | 1 | 2 | 3 | 4 |
| 10. GAD Planning and Budgeting | 1 | 2 | 3 | 4 |
| **II. GAD POLICIES AND MANDATES** | | | | |
| 1. Republic Act 7192 (Women in Development and National Building Act of 1992) | 1 | 2 | 3 | 4 |
| 2. Republic Act 9710 (Magna Carta of Women) | 1 | 2 | 3 | 4 |
| 3. Section on GAD in the General Appropriations Act | 1 | 2 | 3 | 4 |
| 4. Philippine Plan for Gender-Responsive Development (1995-2025) | 1 | 2 | 3 | 4 |
| 5. Beijing Platform for Action (BfPA) | 1 | 2 | 3 | 4 |
| 6. Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW) | 1 | 2 | 3 | 4 |

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| Familiarity on GAD Concepts, Policies, and Tools | 1 Know little about it | 2 Confident to talk about it | 3 Can apply it to work/ ouput deliverables | 4 Proficient in teaching the skills and knowledge to others and is able to easily apply it to work/outputs |
|---|---|---|---|---|
| 7. Sustainable Development Goals | 1 | 2 | 3 | 4 |
| 8. Joint Circular 2012-01: (Guidelines for the Preparation of Annual Gender and Development (GAD) Plans and Budgets and Accomplishment Reports to Implement the Magna Carta of Women | 1 | 2 | 3 | 4 |
| 9. Memorandum Circular 2011-01: Guidelines for the Creation, Strengthening and Institutionalization of the Gender and Development (GAD) Plans and Budgets | 1 | 2 | 3 | 4 |
| 10. PCW Memorandum Circular 2009-01 (Gender and Development Code) | 1 | 2 | 3 | 4 |
| **III. GAD TOOLS** | | | | |
| 1. Gender Mainstreaming Evaluation Framework | 1 | 2 | 3 | 4 |
| 2. Harmonized Gender and Development (GAD) Guidelines | 1 | 2 | 3 | 4 |

I hereby declare that the details furnished above are true and correct to the best of my knowledge and belief and I undertake to inform you of any changes therein immediately.

By submitting this GAD Agenda Participant's Profile and Capacity Assessment Form, it is understood that I have already provided my consent to share my personal information with the Philippine Commission on Women (PCW) and I am aware of my rights as data subjects in accordance to *Republic Act 10173 or the Data Privacy Act of 2012.*

| Signature over Printed Name | | Date Signed | |
|---|---|---|---|

Kindly submit the filled-out participant's profile form by **MAY 15, 2019** via e-mail: pcw.gadagenda@gmail.com
*For questions, please contact* ***Ms. Psyche Mae A. Asencio*** *at*
*Tel. No.: (+632) 735-4763 or 735-4767 loc. 110;*
*Fax: (02) 736-4449; Mobile: 0917-845-4471*

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|---|---|---|---|
| | | Date: April 29, 2019 | |
| | | Revision:<br>0 | Page:<br>1 of 10 |

**Instructions:** This Assessment Form for Agency GAD Issues is to be filled out by agency representatives to the Training Workshop on the Formulation of Gender and Development (GAD) Agenda on 29-31 May 2019. This profile form should be accomplished prior to the training. Consultation with other offices and units within the agency, members of the GAD Focal Point System, and other relevant interested parties' inputs will be considered in the preparation process. Information gathered from this Agency's Profile Form are treated with utmost confidentiality and will be used as reference of the planning team. Thank you very much.

**Part I: AGENCY INFORMATION**

| | |
|---|---|
| **NAME OF AGENCY** | |
| **BRIEF SUMMARY OF AGENCY MANDATES**<br>*(Please highlight the social problems being addressed)* | *(e.g. DOH is the over-all technical authority on health. It addresses social determinants of health like early childhood development and nutrition, economic opportunities, and education)* |
| **VISION** | |
| **MISSION** | |
| **GOAL / SECTORAL OUTCOMES**<br>***(Please bring/attach your Agency Strategic Plan)*** | |

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| **MAJOR AGENCY PROGRAM**<br>*(Indicate the top 3-5 flagship programs with the highest budget allocation)* | | | |
|---|---|---|---|
| **PROGRAM TITLE** | **DURATION**<br>*(in years) | **BUDGET** | **RESPONSIBLE UNIT / BUREAU** |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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**AGENCY GAD MANDATES**

**(Mark all that apply. The list is not exhaustive.*
*You may add or use another sheet of paper if you think the agency mandate is not included)*

***International Mandates:***

- ☐ Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW)
- ☐ Beijing Platform for Action (BPfA)
- ☐ Sustainable Development Goals
- ☐ Others (Please Specify): _____

***Republic Acts:***

- ☐ Philippine Plan for Gender-Responsive Development, (1995-2025)
- ☐ Republic Act 9710 (Magna Carta of Women)
- ☐ Republic Act 7877 (Anti-Sexual Harassment Act of 1997)
- ☐ Republic Act 8353 and 8505 (Anti-Rape Law of 1997 and Rape Victims Assistance and Protection Act of 1998)
- ☐ Republic Act 9262 (Anti-Violence against Women and their Children Act of 2004)
- ☐ Republic Act 10354 (Responsible Parenthood and Reproductive Health Act of 2012)
- ☐ Republic Act 10364 (Expanded Anti-Trafficking against Persons Act of 2012)
- ☐ Republic Act 10398 (Anti-VAW Consciousness Day of 2012)
- ☐ Others (Please Specify): _____

***Circulars:***

- ☐ PCW-NEDA-DBM Joint Circular 2012-01: Guidelines for the Preparation of Annual GAD Plans and Budgets and Accomplishment Reports to Implement the Magna Carta of Women
- ☐ PCW-DILG-DBM-NEDA Joint Memorandum Circular 2013-01: Guidelines on the Localization of the Magna Carta of Women
- ☐ Joint Memorandum Circular 2016-01: Amendments to PCW-DILG-DBM-NEDA JMC No. 2013-01: Guidelines on the Localization of the Magna Carta of Women
- ☐ PCW-NEDA Joint Memorandum Circular 2016-01: Guidelines for the Creation, Strengthening and Institutionalization of a Regional Gender and Development Committee under the Regional Development Council
- ☐ PCW-OPAPP Joint Memorandum Circular No. 2014-01: Integration of Women, Peace and Security Programs, Activities and Projects (PAPs) in Annual Gender and Development (GAD) Plans and Budgets (GPBs) and Gender and Development Accomplishment Reports (GAD ARs)
- ☐ COA Circular 2014-001: Revised Guidelines in the Audit of Gender and Development (GAD) Funds and Activities in Government Agencies
- ☐ PCW Memorandum Circular 2011-01: Guidelines on the Creation, Strengthening and institutionalization of the Gender and Development (GAD) Focal Point System
- ☐ Section on GAD in the General Appropriations Act (GAA)
- ☐ PCW Memorandum Circular 2009-01 (Gender and Development Code)
- ☐ CHED Memorandum Order 2015-01: (Establishing the Policies and Guidelines on GAD in the Commission on Higher Education and Higher Education Institutions)

Others (Please Specify): _____

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**Part II: USE OF GENDER ANALYSIS TOOLS**

**A. GENDER MAINSTREAMING EVALUATION FRAMEWORK (GMEF) RESULTS**

| Baseline Year of Assessment: | Rating per Entry Point: | | Over-all GMEF Score: |
|---|---|---|---|
| | a) Policies | | |
| | b) People | | |
| | c) Enabling Mechanisms | | |
| | d) Programs, Activities and Projects | | |

| Current Year of Assessment: | Rating per Entry Point: | | Over-all GMEF Score: |
|---|---|---|---|
| | a) Policies | | |
| | b) People | | |
| | c) Enabling Mechanisms | | |
| | d) Programs, Activities and Projects | | |

*Please enumerate all the descriptors with "No" and "Partly" responses per Gender Mainstreaming Entry-Point (Policies, People, Enabling Mechanisms, Programs/Activities/Projects (PAPs)) of your GMEF. Translate each into possible gender issues. You may add or use another sheet of paper, if necessary.*

| **POLICIES** *(13 descriptors)* | **GENDER ISSUES** |
|---|---|
| | |

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| **PEOPLE** *(27 descriptors)* | **GENDER ISSUES** |
|---|---|
| | |
| **ENABLING MECHANISMS** *(23 descriptors)* | **GENDER ISSUES** |
| | |
| **PROGRAMS, ACTIVITIES, AND PROJECTS** *(30 descriptors)* | **GENDER ISSUES** |
| | |

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**B. HARMONIZED GENDER AND DEVELOPMENT GUIDELINES (HGDG) RESULTS**

| PROGRAMS, ACTIVITIES, AND PROJECTS | 2017 GAD ACCOMPLISHMENT REPORT | | |
|---|---|---|---|
| | PIMME CHECKLIST TOTAL RATING | ELEMENTS AND ITEMS / QUESTIONS WITH "NO" & "PARTLY YES" RESPONSE *(Enumerate all. You may add or use another sheet of paper, if necessary.)* | |
| | | Box 16. GAD checklist for project management and implementation *(4 elements; 11 items/questions):* | Box 17. GAD checklist for project monitoring and evaluation *(4 elements; 11 items/questions):* |
| 1) | | | |
| 2) | | | |
| 3) | | | |

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| **PROGRAMS, ACTIVITIES, AND PROJECTS** | **2018 GAD ACCOMPLISHMENT REPORT** | | |
|---|---|---|---|
| | **PIMME CHECKLIST TOTAL RATING** | **ELEMENTS AND ITEMS / QUESTIONS WITH "NO" & "PARTLY YES" RESPONSE**<br>*(Enumerate all. You may add or use another sheet of paper, if necessary.)* | |
| | | Box 16. GAD checklist for project management and implementation<br>*(4 elements; 11 items/questions):* | Box 17. GAD checklist for project monitoring and evaluation<br>*(4 elements; 11 items/questions):* |
| 1) | | | |
| 2) | | | |
| 3) | | | |

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| PROGRAMS, ACTIVITIES, AND PROJECTS | 2018 GAD PLAN AND BUDGET | |
|---|---|---|
| | DESIGN CHECKLIST | ELEMENTS AND ITEMS / QUESTIONS WITH "NO" & "PARTLY YES" RESPONSE *(Enumerate all. You may add or use another sheet of paper, if necessary.)* |
| 1) | | |
| 2) | | |
| 3) | | |

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| PROGRAMS, ACTIVITIES, AND PROJECTS | 2019 GAD PLAN AND BUDGET | |
|---|---|---|
| | DESIGN CHECKLIST | ELEMENTS AND ITEMS / QUESTIONS WITH "NO" & "PARTLY YES" RESPONSE *(Enumerate all. You may add or use another sheet of paper, if necessary.)* |
| 1) | | |
| 2) | | |
| 3) | | |

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**Part III: STATUS OF AGENCY GAD PLAN AND BUDGET AND GAD ACCOMPLISHMENT REPORT IN THE FOLLOWING YEARS:**

| Year | GAD Accomplishment Report |
|---|---|
| **2017** | ☐ PCW-Endorsed<br>☐ Not Endorsed<br>☐ Not Submitted |
| **2018** | ☐ PCW-Endorsed<br>☐ For Agency Revision<br>☐ For PCW Review |

| Year | GAD Plan and Budget |
|---|---|
| **2018** | ☐ PCW-Endorsed<br>☐ Not Endorsed<br>☐ Not Submitted<br>*Reason for Non-Submission:_____ |
| **2019** | ☐ PCW-Endorsed<br>☐ Not Endorsed<br>☐ Not Submitted<br>*Reason for Non-Submission:_____ |

By submitting this profile form, it is understood that the individuals in this roster have already provided their consent to share their information with the Philippine Commission on Women (PCW) and are aware of their rights as *data subjects* in accordance to *Republic Act 10173 or the Data Privacy Act of 2012.*

_____

**Signature over Printed Name of the Head of Agency**

***Kindly send completely filled out for and attachments to:***

**Philippine Commission on Women**
Technical Services and Regional Coordination Division
1145 J.P. Laurel Street, San Miguel, Manila
Telephone: (+632) 735-8917
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