



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE

Department of Education
Division of Marinduque
RECORDS SECTION
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Time: 000725
Signature: 
Date: JAN 28 2025

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

TO: Asst. Schools Division Superintendent
Chief Education Supervisors
Unit and Section Heads
Heads of Public Elementary and Secondary Schools
All Others Concerned

FROM: 
LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

SUBJECT: **CHANGE OF SCHEDULE OF GFPS MEETING ON THE
PREPARATION OF GAD ACCOMPLISHMENT REPORT FY 2024**

DATE: January 27, 2025

Please be informed that the scheduled GFPS Meeting per Division Memorandum No. 007, s. 2025 "Preparation and Submission of Gender and Development (GAD) Accomplishment Reports for FY 2024" dated January 16, 2025 is **rescheduled on February 3, 2025**.

All other provisions contained in the aforementioned Memorandum remain official.

Immediate dissemination of this Memorandum is highly desired.

/GFPS_M&E

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Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE

000452
JAN 17 2025

Office of the Schools Division Superintendent

January 16, 2025

DIVISION MEMORANDUM

No. **007** s. 2025

**PREPARATION AND SUBMISSION OF GENDER AND DEVELOPMENT (GAD)
ACCOMPLISHMENT REPORTS FOR FY 2024**

TO: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Unit/Section Heads
Heads of Public Elementary and Secondary Schools
All Others Concerned

1. In support of the Philippine Commission on Women's mission to advance gender equality and women's empowerment, and as part of this Division's commitment to mainstreaming gender perspectives in its policies and programs through *Project Strengths Through Gender Responsive Basic Education Policy*, it is imperative that this organization documents and reports its accomplishments in the realm of Gender and Development. The reports will provide a comprehensive overview of the initiatives, activities, and outcomes that have contributed to the advancement of gender equality and empowerment during FY 2024.

2. In this regard, all public elementary and secondary schools are required to submit their GAD Accomplishment Reports on or before **January 30, 2025**. Adhering to this deadline is essential to ensure the timely and accurate compilation of data for submission to the Regional Office.

3. Schools with **infrastructure projects** (repair of CR, installation of ramps, provision of water storage and the like) reflected in their GAD Plans and Budget for FY 2024 shall encode their accomplishments reports under the Column Attributed Program. Further, to attribute the expenditure of the said projects, schools shall accomplish Harmonized Gender and Development Guidelines Project Implementation and Management, Monitoring and Evaluation (HGDDG PIMME) checklist (HGDDG Boxes 16 and 17). Completely filled out PIMME checklist, GAD Accomplishment Report FY 2025 and its corresponding narrative accomplishment report must be submitted both in hard and soft copies (PDF duly signed by the GAD Coordinators and School Heads and MS Excel File for PIMME checklist and signed PDF and MS Word GAD AR Narrative Accomplishment Report).

4. Attached are templates for GAD Accomplishment Report FY 2024 and PIMME checklist.

5. A GFPS Meeting on the preparation of the GAD Accomplishment Report and other related GAD documents will be held on January 28, 2025, from 1:30 PM to 3:00 PM via MS Teams. (Meeting Link: https://tinyurl.com/GAD_AR_2024_Marinduque)

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6. Participants in this meeting are School GFPS Heads OR School GFPS Coordinators, Division GFPS members, GFPS Secretariat, GFPS Monitoring and Evaluation members and Division Program owners and implementers.

7. For further inquiries and clarification, you may contact Ms. Maita M. Lazares, SDO GAD Coordinator at 09984568267.

8. Wide dissemination of the contents of this Memorandum is desired.

LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

Encl: As stated

Reference: PCW Memorandum Circular No. 2024-05

To be indicated in the Perpetual Index
under the following subjects:

BUDGET PROGRAMS PROJECTS

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GAD CHECKLISTS FOR PROJECT IMPLEMENTATION AND MANAGEMENT, AND MONITORING AND EVALUATION

PROJECT IMPLEMENTATION AND MANAGEMENT

At the implementation stage of a project, the executing agency or the project management office (PMO) holds the key to the achievement of GAD or gender equality results, since it interprets and implements the gender equality strategies and plans identified in the proposed project. However, programs and projects have a finite life. The sustainability of changes that they introduce or foster generally depends on how well the change agenda have been incorporated into the mainstream concerns of the government agency, office, or unit, and on what capacities are developed within the agency to manage the change. This also holds for GAD efforts of programs or projects. The focus at this stage must therefore be on both the management of the project and the participation of the implementing government agency or unit.

In connection with project management, GAD concerns revolve around the following:

- Support of project leadership, which confers high priority on gender equality goals and facilitates the commitment and release of project resources for gender equality activities
- Commitment and technical competence of the project management staff to undertake or implement the project's gender equality strategy
- Willingness of the project to tap external GAD expertise to develop internal GAD capacity
- Enforcement of procedures and processes that promote women's participation in project activities and benefits

The development of commitment and capacity must not be limited to the project management staff members, since many of them are contractual or not regular personnel of the implementing government agency or unit. To ensure that the gender equality initiatives and results continue even after the end of the project, the following issues of agency participation need to be addressed:

- Involvement of regular agency personnel in the implementation of gender equality activities
- Development of the capacity of agency officials and personnel for undertaking GAD initiatives
- Institutionalization of the project GAD strategies through their incorporation into the agency's GAD action plans

PROJECT MONITORING AND EVALUATION

Apart from checking on project management, the progress and performance of projects is periodically assessed as part of project monitoring. Meanwhile, project evaluation generally takes place at the end of the project, although a midterm evaluation is generally conducted in projects that have run for three years or more. Monitoring and evaluation aims to ascertain the



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 Schools Division Office - Marikina

GENDER AND DEVELOPMENT COMPLIMENT REPORT FY 2024

Agency/Division Office: _____
 Total Schools: _____
 Total Students: _____
 No. of Schools: _____
 No. of Schools: _____

GOVERNMENT & ORGANIZATION	NAME OF THE GOVERNMENT/ ORGANIZATION	GOVERNMENT STATEMENT/ GOVERNMENT OBJECTIVE	RELEVANT GOVERNMENT/ ORGANIZATION PART	GAD ACTIVITY	DEPT. PERFORMANCE INDICATOR AND TARGET	Actual/Reach (Outputs/ Outcomes)	LOCAL AGENCY APPROVED BUDGET	Actual Cost Expenditure	Variance Reasons
CLIENTS USED								None	
ORGANIZATION FOR GED									
STRIKE TEAMS									
GRAND TOTAL									
APPROVED:									
School Head: _____									

project's success in achieving its targets and goals, assess practices and processes, and cull important lessons from the experiences and problems encountered by the project. A menu of sample GAD monitoring indicators is provided in appendix C of the main text.

The harmonized GAD checklist for project monitoring and evaluation in this manual supplements the Regional Project Monitoring and Evaluation System (RPMES) of NEDA. Of special relevance is the gender-responsive RPMES manual that was developed and tested in Caraga Region, which contains, among others, a set of procedures for monitoring the gender-responsiveness of projects (see sidebar) that is useful for implementing the GAD checklist.

Project evaluation must assess the accomplishments of the project vis-à-vis the GAD or gender equality goals and targets it has set up for itself, the anticipated and unanticipated results (at output and outcome levels), and the process through which the results are achieved. The monitoring and evaluation activity is often participative and consultative, involving not only the implementing agency and project management office but also the key women and men affected or benefited by the project. Monitoring and evaluation exercises generally yield lessons for future activities that a project, agency, or donor may undertake to ensure the sustainability not only of initiatives but also of gender equality and women's empowerment results. The rating system suggested in this second edition of the *Harmonized GAD Guidelines* also helps in identifying programs or projects from which "useful practices" may be highlighted and shared, as it demonstrates how gender equality and women's empowerment ideals can be fulfilled.

Procedures for Monitoring the Gender-responsiveness of Projects

- a. Obtain basic information on the project from the approved project proposal, initial project report, and other related documents and from the project implementers to develop the GAD profile of the project.
- b. Identify the relevant and applicable GAD indicators from the list found in Annex II of this manual which will be used in monitoring and assessing the accomplishments of the project.
- c. Identify the quarterly GAD accomplishments of the project by reviewing progress report/s and consulting with the implementing agencies.
- d. Validate the accomplishments through conduct of site visits and interview with women and men project participants/beneficiaries.
- e. Assess and analyze the project accomplishments vis-à-vis the indicators and the women's empowerment and gender equality framework. The analysis must consider the level of empowerment equality being addressed by the project and the ability of the project to contribute to the achievement of each level of the GEWEF.
To specifically evaluate the contribution of the project on the level of Control, a focused group discussion shall be done by the PMC [project monitoring committee] with the women and men beneficiaries at the end of the project.
- f. Provide recommendations on the areas for improvement to make the project gender-responsive or more gender-responsive. Discuss these recommendations with the implementing agencies as inputs for their enhancement of the project and/or submit these recommendations to the higher committees for appropriate action/s.

Source: NEDA-Caraga. "Regional Project Monitoring and Evaluation System (RPMES): A Gender-Responsive Operations Manual," n.d. pp. 34-35.

GUIDE FOR ACCOMPLISHING THE CHECKLISTS

Box 16 contains four core elements for a gender-responsive project management and implementation, while box 17 presents the checklist for project monitoring and evaluation. Project monitors and evaluators must assess the degree to which the project meets each requirement at each of the two stages of the project cycle. The guides for accomplishing the two checklists and interpreting the total GAD score are provided below. The score for the question and the element must be entered in the relevant column in the checklists.

Guide for accomplishing Box 16

1. Put a check in the appropriate cell (2a to 2c) under "Response" to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly done or answered; and under col. 2c if an element, item, or question has not been fully complied with.
2. The "partly yes" response is relevant in the following:
 - a. For *Element 1.0*, there are project managers or decision makers who are not supportive of GAD (Q1.1), or there is some, but limited, GAD expertise to ensure that all project contracts or efforts will contain or reflect relevant GAD concerns (Q1.2).
 - b. For *Element 2.0*, only a few members of the project staff have competence to integrate GAD in the project (Q2.1) and project policy has little to do with the presence of women in the implementation team (Q2.2) or the internal or external evaluation teams (Q2.3).
 - c. For *Element 3.0*, there is token, not consistent, participation of relevant Philippine government agency or agencies in project GAD activities (Q3.1); or some mention is made of the project's GAD activities or plans in the agency's GAD plan (Q3.2).
 - d. For *Element 4.0*, there is some, mostly token, mention of GAD concerns or initiatives in project documents, often in a separate GAD section, not in the rest of the document (Q4.1); there is a mention of GAD initiatives but no coherent strategy for integrating GAD into the project (Q4.2); there is a budget for one (token) GAD activity (Q4.3); or involvement of men and women in various phases of subprojects or components supported by the project are limited to the project staff or agency personnel (Q4.4).
3. The response (and score) for an element will be determined as follows:
 - a. "No" to all the items in each element means a "no" (with the associated "0" score) to the element or requirement.
 - b. "Yes" to all the questions under an element means a "yes" (and a "2" score).
 - c. A "no" or "partly yes" to at least one question under an element means "partly yes" to the element. The score for the element is the sum of the scores for its items or questions that falls short of the maximum "2.0."
4. To get the total GAD rating, add all the scores of the elements (the figures in the thickly bordered cells). The maximum score is "8," but a project may be considered as having a gender-sensitive management if it scores at least a "1" in each of the elements, for a minimum total of 4 points. A score lower than "2" in an element indicates that the project needs to improve its performance in that area.

Box 16. GAD checklist for project management and implementation.

Element and item/question (col. 1)	Response (col. 2)			Score for the item or element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
1.0 Supportive project management (max score: 2; for each item, 1.0)				
1.1 Is the project leadership (project steering/advisory committee or management) supportive of GAD or gender equality goals? For instance, has it mobilized adequate resources to support strategies that address gender issues or constraints to women's and men's participation during project implementation? (possible scores: 0, 0.5, 1.0)				
1.2 Has adequate gender expertise been made available throughout the project? For example, are gender issues adequately addressed in the project management contract and scope of services? (possible scores: 0, 0.5, 1.0)				
2.0 Technically competent staff or consultants (max score: 2; for each item, 0.67)				
2.1 Are the project staff members technically prepared to promote gender equality or integrate GAD in their respective positions/locations? OR, is there an individual or group responsible for promoting gender equality in the project? OR, has the project tapped local gender experts to assist its staff/partners in integrating gender equality in their activities or in project operations? (possible scores: 0, 0.33, 0.67)				
2.2 Does the project require the presence of women and men in the project implementation team? (possible scores: 0, 0.33, 0.67)				
2.3 Does project require its monitoring and evaluation team (personnel or consultants) to have technical competence for GAD evaluation? (possible scores: 0, 0.33, 0.67)				
3.0 Committed Philippine government agency (max score: 2; for each item, 1)				
3.1 Are regular agency personnel involved in implementing project GAD initiatives? OR, are agency officials or personnel participating in GAD training sponsored by the project? (possible scores: 0, 0.5, 1.0)				
3.2 Has the agency included the project's GAD efforts in its GAD plans? (possible scores: 0, 0.5, 1.0)				
4.0 GAD implementation processes and procedures (max score: 2; for each item, 0.5)				
4.1 Do project implementation documents incorporate a discussion of GAD concerns? IF APPLICABLE: Are subproject proposals required to have explicit GAD objectives and to have been supported by gender analysis? (possible scores: 0, 0.25, 0.50)				
4.2 Does the project have an operational GAD strategy? Alternately, has the project been effective in integrating GAD into the development activity? (possible scores: 0, 0.25, 0.50)				
4.3 Does the project have a budget for activities that will build capacities for doing GAD tasks (gender analysis, monitoring, etc.) (possible scores: 0, 0.25, 0.50)				
4.4 Does the project involve women and men in various phases of subprojects? (possible scores: 0, 0.25, 0.50)				
TOTAL GAD SCORE -PROJECT MANAGEMENT				

Guide for accomplishing box 17

1. Put a check in the appropriate cell (2a to 2c) under "Response" to signify the degree to which a project has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly done or answered; and under col. 2c if an element, item, or question has been fully complied with.
2. The "partly yes" response is relevant in the following:
 - a. For *Element 1.0*, the project has token gender equality or GAD outcome or output (Q1.1) or uses GAD indicators in only a few activities, inputs, or outputs (Q1.2). The two instances suggest that GAD has not been integrated into the project monitoring system.
 - b. For *Element 2.0*, there is token study of GAD or monitoring of GAD impact is limited to only one level of women's empowerment and gender equality, that is, welfare, access, conscientization, participation, or control (Q2.1); classification of data by sex has been done in only one or two of the GAD areas cited (Q2.2); there is limited mention of GAD information in the GAD section of project reports (Q2.3); or when information are reported to higher levels of the project or agency, many of the data classified by sex at the field level have been lost or have become total figures for women and men (Q2.4).
 - c. For *Element 3.0*, not all the improved welfare or status targets are being or have been met (Q3.1); or some or a little capacity to implement gender-sensitive projects has been developed in the implementing agency (Q3.2).
 - d. For *Element 4.0*, there is little awareness within the project of gender-related effects of the way the project is being implemented; thus, very little action has been taken to address the negative gender effects.
 - e. For *Element 5.0*, there is some, mostly token, mention of GAD concerns or initiatives in project documents, often in a separate GAD section, not incorporated in the entire document (Q4.1); there is mention of GAD initiatives but no coherent strategy for integrating GAD in the project (Q4.2); there is a budget for one (token) GAD activity (Q4.3); or the involvement of men and women in various phases of subprojects or components supported by the project are limited to the project staff or agency personnel (Q4.4).
3. The response (and score) for an element will be determined as follows:
 - a. "No" to all the items in each element means a "no" (with the associated "0" score) to the element or requirement.
 - b. "Yes" to all the questions under an element means a "yes" (and a "2" score).
 - c. A "no" or "partly yes" to at least one question under an element means "partly yes" to the element. The score for the element is the sum of the scores for its items or questions that falls short of the maximum "2.0."
4. To get the total GAD rating for project M&E, add all the scores of the elements (the figures in the thickly bordered cells). The maximum score for project M&E is "12"
5. Add the score for box 16 to the score for project M&E to come up with the total rating for the project implementation phase.

Box 17. GAD checklist for project monitoring and evaluation

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
1.0 <i>Project monitoring system being used by the project includes indicators that measure gender differences in outputs, results, and outcomes. (max score: 2; for each item, 1)</i>				
1.1 Does the project require gender-sensitive outputs and outcomes? (possible scores: 0, 0.5, 1.0)				
1.2 Does the project monitor its activities, inputs, outputs, and results using GAD or gender equality indicators? (possible scores: 0, 0.5, 1.0)				
2.0 <i>Project database includes sex-disaggregated and gender-related information. (max score: 2; for each item, 0.5)</i>				
2.1 Does the project support studies to assess gender issues and impacts? OR, have sex-disaggregated data been collected on the project's impact on women and men in connection with welfare, access to resources and benefits, awareness or consciousness raising, participation, and control? (possible scores: 0, 0.25, 0.50)				
2.2 Have sex-disaggregated data been collected on the distribution of project resources to women and men, and on the participation of women and men in project activities and in decision making? IF APPLICABLE: Does the project require its subprojects to include sex-disaggregated data in their reports? (possible scores: 0, 0.25, 0.50)				
2.3 Do project and subproject reports include sex-disaggregated data or cover gender equality or GAD concerns, initiatives, and results (that is, information on gender issues and how these are addressed)? (possible scores: 0, 0.25, 0.50)				
2.4 Are sex-disaggregated data being "rolled up" from the field to the national level? (possible scores: 0, 0.25, 0.50)				
3.0 <i>Gender equality and women's empowerment targets are being met. (max score: 4)</i>				
3.1 Has women's welfare and status been improved as a result of the project? (possible scores: 0, 1.0, 2.0)				
<p>Examples of indicators:</p> <ul style="list-style-type: none"> • The project has helped in raising the education levels and health status of disadvantaged groups of women. • Women's access to productive resources, employment opportunities, and political and legal status has improved. • The project has created new opportunities or roles for women and men. • Men and women have been sensitized to gender issues and women's human rights. • The project has supported or instituted strategies to overcome any adverse effects on women. • The project has introduced follow-up activities to promote the sustainability of its gender equality results. • There are project initiatives to ensure that improvements in the status of women and girls will be sustained and supported after project completion. 				
3.2 Has the project helped in developing the capacity of the implementing agency for implementing gender-sensitive projects? (possible scores: 0, 1.0, 2.0)				

Element and guide question (col. 1)	Response (col. 2)			Total score for the element (col. 3)
	No (2a)	Partly yes (2b)	Yes (2c)	
4.0 Project addresses gender issues arising from or during its implementation. (possible scores: 0, 1.0, 2.0) Has the project responded to gender issues that were identified during project implementation or M&E? OR: Has the project addressed gender issues arising from its implementation?				
Examples of gender issues: <ul style="list-style-type: none"> • Negative effects on the gender relationship as a result of new roles or resources created for women • Additional workloads for women and men • Displacement of women by men • Loss of access to resources because of project rules 				
5.0 Participatory monitoring and evaluation processes (max score: 2; for each item, 1)				
5.1 Does the project involve or consult woman and man implementers during project monitoring and evaluation? Does it involve woman and man beneficiaries? (possible scores: 0, 0.5, 1.0)				
5.2 Have women and men been involved in or consulted on the assessment of the gender impacts of the project? (possible scores: 0, 0.5, 1.0)				
TOTAL GAD SCORE - MONITORING AND EVALUATION				

TOTAL GAD SCORE - PROJECT MANAGEMENT AND IMPLEMENTATION (from Box 16)	
TOTAL GAD SCORE - MONITORING AND EVALUATION (from Box 17)	
TOTAL GAD SCORE -PROJECT MANAGEMENT AND IMPLEMENTATION AND MONITORING AND EVALUATION	

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