



Republic of the Philippines  
**Department of Education**  
**REGION XI**  
**SCHOOLS DIVISION OF DIGOS CITY**

**OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT**

July 4, 2022



**DIVISION MEMORANDUM**  
No. 434, s. 2022

**TWO-DAY RESKILLING OF ELEMENTARY SCHOOL HEADS ON PEDAGOGIES  
FOCUSED ON LITERACY AND NUMERACY SKILLS DEVELOPMENT**

To: CID Chief  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary School Heads  
All Others Concerned

1. The Schools Division of Digos City through the Curriculum Implementation Division (CID) announces the conduct of Two-day Reskilling of Elementary School Heads on Pedagogies Focused on Literacy and Numeracy Skills Development on August 4-5, 2022 at Digos City Central Elementary School, 8:00 am to 5:00 pm.
2. The activity aims to:
  - a. enhance knowledge and coaching skills of school heads on teaching early language, literacy and numeracy skills; and
  - b. strengthen monitoring, supervision and provision of technical assistance to K to 3 teachers.
3. The participants are the following:
  - Education Program Supervisors in Kindergarten, Filipino, English, Mathematics, MTB and Division ELLN Focal Person-(Facilitators)
  - Noryleth A. Virtudazo, (DCCES)-Facilitator
  - Elementary School Heads
4. A face to face conference of facilitators relative to the finalization of the activity will be conducted on July 25, 2022 at 2pm, Division CID Office. Facilitators are directed to submit 3 questions to Mrs. Ida I. Juezan for the pre and post test thru the email address [ida.juezan@deped.gov.ph](mailto:ida.juezan@deped.gov.ph) on or before August 1, 2022.
5. Attached is the detailed Learning and Development Plan for reference.
8. Meals and snacks during the activity are chargeable against division MOOE while travel expenses of the participants shall be charged to school/local funds subject to the usual auditing and accounting rules and regulations.
9. For guidance and compliance.

DepEd Schools Division of Digos City  
RECORDS SECTION  
**RELEASED**  
DATE: 08 11 2022 TIME: 9:45 AM

  
**CRISTY C. EPE**  
Schools Division Superintendent 



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**SCHEDULE OF ACTIVITIES  
DAY 1 August 4, 2022**

Date/Time	Session Objectives	Activity/ Session	Expected Outputs	Topic/ Content	Methodology	Person Responsible	Resources Needed
August 5, 2022 8:00-9:00	To give background on training and its purpose	The Big Picture and Pre Test		Rationale of the Literacy and Numeracy as medium of instruction and Subject	<ul style="list-style-type: none"> <li>Powerpoint Presentation in a face to face interaction</li> </ul>	Training Management (MTB, Fil, English, Math)	Laptop, DLP, Slide decks
August 5, 2022 9:00-10:00	At the end of the session, the participants will have been able to gain understanding on the Learning Needs Assessment Results	Session 1  The Need  <i>Identify Needs of teachers (pedagogy) (MTB., Fil, Eng and ELLN)</i>	List of common needs	Common need Pedagogy based on classroom observation	Lecture-interactive discussion	Joan M. Niones	Laptop, DLP, Slide decks, list of common Learning needs
10:00-10:15	<b>Break</b>						
10:15-12:00	At the end of this session, the participants are expected to deepen understanding on the connection and alignment of CS, PS and Competencies	Session 2  The Anchor  <i>Curriculum Standards, Performance Standards/Competencies</i>		Alignment of Content Standards, Performance Standards and Competencies	Lecture-workshop	Tito M. Endrina	Laptop, DLP, Slide decks

Date/Time	Session Objectives	Activity/ Session	Expected Outputs	Topic/ Content	Methodology	Person Responsible	Resources Needed
1:00-2:45		Session 3 The Sphere		14 Domains of Literacy (Fil/MTB/Eng.)	Lecture Workshop	Inda Nacua	Laptop, DLP, Slide decks
2:45-3:00	<b>Break</b>						
3:00-4:45		Session 4 The Art	List of strategies in oral language development	Pedagogy on developing communicative competence and comprehensible input	<ul style="list-style-type: none"> <li>Powerpoint Presentation in a face to face interaction</li> </ul>	Ida I. Juezan	Laptop, DLP, Slide decks
4:45-5:00				Clearing house of ideas			

**Moderator of the day: Mrs. Mary Glor D. Tabanao**

**SCHEDULE OF ACTIVITIES  
DAY 2 August 5, 2022**

Date/Time	Session Objectives	Activity/Session	Expected Outputs	Topic/Content	Methodology	Person Responsible	Resources Needed
8:00-8:30	Prefatory						
8:30-9:45	At the end of this session the participants are expected to deepen their understanding on the TPR strategy	Session 5 The Act	TPR Activities actualized	Total Physical response as a strategy in developing oral language	Workshop-Lecture	Ferna Renira T. Alde	Laptop, DLP, Slide decks
9:45-10:00		BREAK					
10:00-12:00	At the end of this session, the participants are expected to acquaint themselves on the different bridging strategies	Session 6 The Bridge	Performed activities demanded	Bridging process of L1 to L2 and L3	Workshop Lecture	Ida I. Juezan	Laptop, DLP, Slide decks
1:00-3:00	At the end of this session, the participants are expected to enhance their skills in applying the numeracy skills across disciplines	Session 7 The Link		Numeracy across discipline	Workshop Lecture	Jem Boy Cabrella	Laptop, DLP, Slide decks
3:00-3:15		BREAK					
3:15- 4:00	Participants are expected to gain teachers in the incorporation of educational games in the classroom activities	Session 8 Let's Play	List of practical and educational games	Practical Educational Games to Promote Numeracy	Workshop Lecture	Noryleth A. Virtudazo	Laptop, DLP, Slide decks
4:00-4:30		Clearing House of Ideas	Questions parked are addresses				
4:30-5:00		Post Test and Awarding of certificates	Certificates are distributed				

**Moderator of the day: Ida I. Juezan**

## GAD CHECKLIST FOR EDUCATION PROJECTS

Education projects or projects for the education sector encompass construction of facilities (infrastructure), technical assistance for a sectoral review or preparation of a sector plan, development or revision of curricula or educational materials, scholarships, and training of teachers and other education sector officials and personnel. The assistance may be for the entire sector, formal or informal education, or a particular level of formal education (elementary, secondary, or tertiary).

### GENDER ISSUES AND GENDER EQUALITY RESULTS

Education projects in the Philippines have to contend with a number of interrelated gender issues (NCRFW 2004), including the following:

- Deteriorating quality of education at all levels particularly in the rural areas, as better quality schools are found in town centers or urban areas. In areas with high indigenous people's populations, the distance from school and indifference to girls' education are unfavorable to females.
- Wide variations in literacy among regions. National female and male literacy rates are about the same, but some areas have significantly lower figures. Literacy rates are lowest in the Autonomous Region in Muslim Mindanao (ARMM) and areas in Mindanao under armed conflict, with female literacy rates significantly lower than those of the males. Low male literacy rate is associated with the recruitment of men at a very young age to join armed groups.
- Generally, higher school dropout among boys, as they leave school to work in the farms, factories, markets, piers, or the streets. School participation of children is often bound with their work responsibilities to their family.
- More women than men reach the tertiary education level, but women tend to flock into business administration and other overcrowded stereotyped "feminine" fields (teachers' training, nursing, midwifery).
- Despite efforts to revise the curricula and instructional materials at various levels, these materials continue to promote gender stereotypes, influencing young people's career choices.
- Gender-based harassment among students, of students by teachers, and of teachers by their superiors.
- While there are more women than men among teachers, decision making in the sector remains a male preserve.

Recognition by program or project designers of the various gender issues that persist nationally and in specific areas of the country can help them develop interventions that will ultimately improve the level and quality of education of women and men alike. Education programs and projects may be designed to enable young children—boys especially—to attend school at the same time that they help their families earn a living, make better school facilities accessible to rural females and males, and improve the gender-responsiveness of the

education sector. In some areas, constraints to girls' access to education may be addressed through the physical design of schools, availability of woman teachers from the same cultural or religious group, or campaign to integrate the girls in the public school system. *Gender equality results* of education programs or projects may include:

- longer stay in school of boys, where male school dropout rate is particularly high;
- increased enrolment of girls, where there are barriers to female entry in the existing school system;
- improved school performance of male and female students;
- greater access of rural females and males to good quality education;
- increased capacity of women to influence decisions in the education sector;
- improved capacity of public and private schools at all levels to address gender issues in the classroom and in the campus; and
- improved capacity of agencies in the education sector to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different stakeholders.

### GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 4 (page 8), Part I, of this manual suggests key questions for gender analysis as part of analysis of the development problem, while box 12 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed health project, as designed. Other questions that may be asked are:

#### Gender division of labor and gender needs

- Has an assessment been made of the education and training needs (curricula, teaching methods, schedules) of women and men? Of girls and boys?
- Does the project address the different education and training needs of women and men? For instance, are households in the project area dependent on the work of girls or boys for income? If so, will flexible education schedules help females or males in their other tasks?
- Does the project recognize and accommodate the different roles of women and men? Of their roles in the management of educational and training programs and institutions?
- Does the project (through curricula, instructional materials, role models, and skills training) provide opportunities for expanding the roles and career options of young women and men?
- Has consideration been given to how women may be supported in their role of providing socialization and tutoring children to become good citizens, workers, and human beings?

#### Access to and control of educational services and benefits

- Does the project ensure that opportunities for training and scholarships are equally accessible to women and men, girls and boys? To rural as well as urban females and males? To different categories of females and males (rural/urban, ethnic groups)?

- Is information about educational opportunities readily available to females and males?
- Have all methods of education delivery been considered to ensure access to education by girls and boys, young women and men, who may otherwise not be able to attend school?

#### Constraints to participation

- Has the project addressed any time and distance constraint so that girls and boys could attend class?
- Are there societal attitudes or cultural factors that prevent girls or young women, or boys or young men, from attending school or a training program? Has the project addressed these constraints?
- Has the project considered financial costs of participation that may restrict attendance of females or males?
- Will the project improve women's representation in education boards?
- Has the project considered financial costs of participation that may increase women's and men's access to the project's training services or facilities?
- Will women's participation in the project affect the attitudes of women and men toward women?

#### GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 12 lists the ten elements or requirements for a gender-responsive education project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

#### Guide for accomplishing box 12

1. Put a check  in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
  - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities, choosing and locating facilities, and selecting types of capacity development activities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
  - b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In

contrast, a full "yes" implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

- c. For *Element 3.0*, a "partly yes" means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
  - d. For *Element 4.0*, "partly yes" means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1), or the project has token gender equality outputs or outcomes (Q4.2). A full "yes" to Q4.1 signifies that women's nontraditional roles are also recognized, while a full "yes" to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
  - e. For *Element 5.0*, "partly yes" means having gender equality strategies or activities but no stated gender issues to match the activities, while a full "yes" means there is an identified gender issue and there are activities seeking to address these issues.
  - f. For *Element 6.0*, a "partly yes" response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full "yes" involves a coherent, if not a comprehensive, response to the question.
  - g. For *Element 7.0*, "partly yes" means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
  - h. For *Element 8.0*, "partly yes" means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full "yes" means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
  - i. For *Element 9.0*, "partly yes" means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
  - j. For *Element 10.0*, a "partly yes" response to Q10.1 means there is a mention of the agency's GAD plan but no direct connection is made to incorporate the project's GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
    - a. To ascertain the score for a GAD element, a three-point rating scale is provided: "0" when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and "2" (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
    - b. The scores for "partly yes" differ by element. For instance, the score for "partly yes" for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is "1." For elements with two or more items or questions (such as Element 1.0), the rating for a "partial yes" is the sum of the scores of the items or questions that falls short of the maximum "2."
    - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score for each item is pegged at "1.0" and "partly yes" is "0.5." Hence, if a project scores a full "1.0" in one question but "0" in the other, or if a project scores "partly yes" (or "0.5") in each of the two items, the total rating for Element 9.0 will be "partly yes" with a score of "1.0." If a project

scores "partly yes" in one item but "no" in the other, then the total rating for the element will be "0.5."

- d. For Elements 6.0 and 10.0, which has three items each, the maximum score for each item is pegged at "0.67" and "partly yes" is "0.33." The rating for the element will be "partly yes" if the total score of the three items is positive but less than "2.0," the maximum for the element.
4. For an element (col. 1) with more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent's compliance with the requirement (for evaluators).

**Box 12. GAD checklist for designing and evaluating education projects**

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<b>Project identification and planning</b>					
<b>1.0 Participation of women and men in project identification</b> (max score: 2; for each item or question, 0.67)				2.0	
1.1 Has the project consulted and involved women in the problem or issue that the intervention must solve and in the development of the solution? (possible scores: 0, 0.33, 0.67)			/		
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)			/		
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0, 0.33, 0.67)			/		
<b>2.0 Collection of sex-disaggregated data and gender-related information prior to project design</b> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?		/		1.0	
<b>3.0 Conduct of gender analysis and identification of gender issues</b> (see box 3) (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?			/	2.0	

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
<b>Project design</b>					
<b>4.0 Gender equality goals, outcomes, and outputs</b> (max score: 2; for each item, 1)				2.0	
4.1 Do project objectives explicitly refer to women and men as students, parents, teachers, or administrators? (possible scores: 0, 0.5, 1.0)			/		
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)			/		
<b>5.0 Matching of strategies with gender issues</b> (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?			/	2.0	
<b>6.0 Gender analysis of the designed project</b> (max score: 2)				2.0	
6.1 <i>Gender division of labor</i> (max score: 0.67; for each question, 0.22)					
6.1.1 Are families in the target community reliant on the work of girls or boys for income? IF SO: Will flexible education schedules help females or males fit in their other tasks? (possible scores: 0, 0.11, 0.22)			/		
6.1.2 Does the project offer opportunities (through curricula, instructional materials, role models) for expanding roles of women and men, girls and boys, at home and in the community, economy, and society? (possible scores: 0, 0.11, 0.22)			/		
6.1.3 Has an assessment been made of the education and training needs of both females and males? (possible scores: 0, 0.11, 0.22)			/		
6.2 <i>Access to and control of resources</i> (max score: 0.67; for each question, 0.22)					
6.2.1 Does the project ensure that opportunities for training and scholarships that may be provided are equally accessible to women and men, girls and boys? To different categories of females and males (rural/urban, ethnic groups)? (possible scores: 0, 0.11, 0.22)			/		
6.2.2 Is information about educational opportunities readily available to females and males? (possible scores: 0, 0.11, 0.22)			/		
6.2.3 Have all methods of education delivery been considered? (possible scores: 0, 0.11, 0.22)			/		

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3 Constraints (max score: 0.67; for each item, 0.33)					
6.3.1 Has the project addressed any time and distance constraint so that girls and boys could attend class? (possible scores: 0, 0.17, 0.33)			/		
6.3.2 Has the project considered the financial costs of participation that may restrict attendance of females or males? (possible scores: 0, 0.17, 0.33)			/		
<b>7.0 Monitoring targets and indicators</b> (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:			/	2.0	
<ul style="list-style-type: none"> <li>- Net enrolment or school participation rate</li> <li>- Passing rate for female and male students (NEAT, NSAT, HSRT)</li> <li>- Participation in training and similar project activities, by type of training or activity</li> <li>- Employment generated by the project</li> </ul>					
<b>8.0 Sex-disaggregated database</b> (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?		/		1.0	
<b>9.0 Resources</b> (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)			/		
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)			/		
<b>10.0 Relationship with the agency's GAD efforts</b> (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)			/		

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)			/		
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)			/		
TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in the thickly bordered cells.)				18.0	

*Ronilyn P. Nieves*  
**RONILYN P. NIEVES**  
 EPS/Division GAD Coordinator  
 6/27/2022

Early Language Literacy and Numeracy (ELLN) (Ida I. Juezan)

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