

**GENERATION EQUALITY**

Webinar Workshop on  
Enhancing Gender  
Mainstreaming  
in the Academe  
Through The Higher  
Education Zonal  
GAD Resource Center

December 15, 2020

Perla Sotelo

CHED 12 Annabelle ...

Kerette Castro

CHED-GAD Jian...

CHED 10-NATIA ...

Connecting to audio ...

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**COMMISSION ON HIGHER EDUCATION**  
OFFICE OF THE PRESIDENT  
OF THE PHILIPPINES  
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**OPENING REMARKS**

**Atty. Septon A. De la Cruz, CESE**  
Chairperson  
CHED-GAD Focal Committee

DMMSU-Perla ...

Mary Leisa Agda

CHEDRO 6 Dr. Ma ...

Janelle M. Santiago

CHED 12 Annabelle ...

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Participants 150

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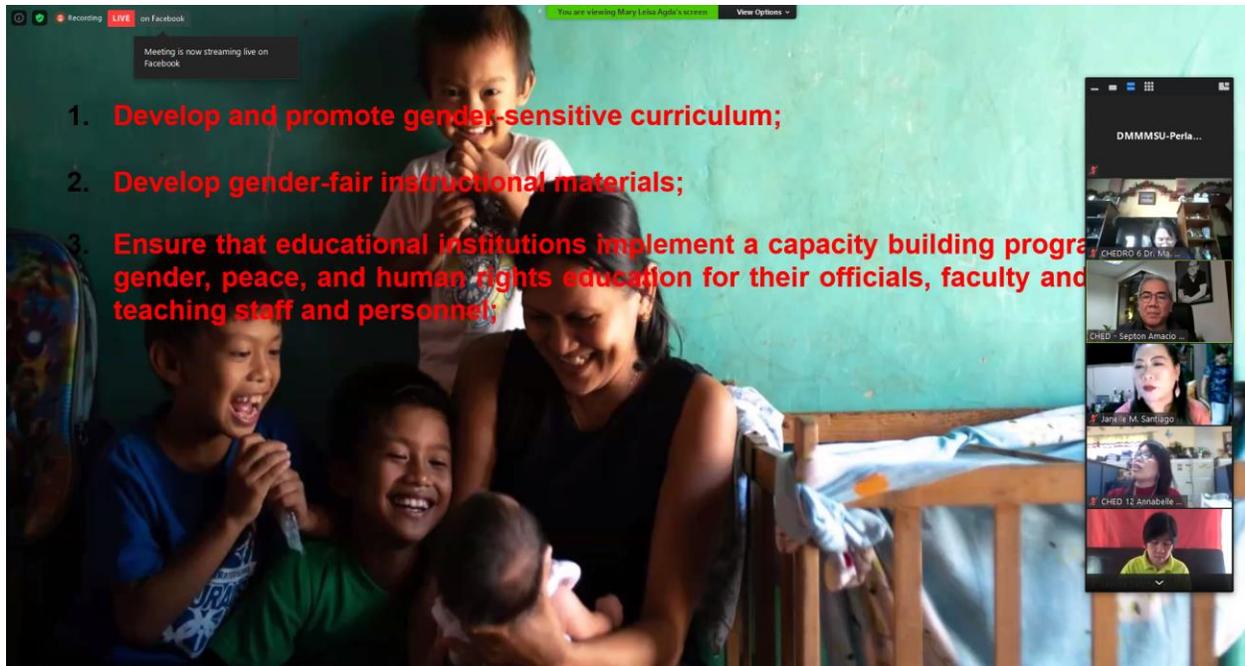
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1. **Develop and promote gender-sensitive curriculum;**
2. **Develop gender-fair instructional materials;**
3. **Ensure that educational institutions implement a capacity building program on gender, peace, and human rights education for their officials, faculty and teaching staff and personnel;**



DMMSU-Perla...  
CHEDRO 6 Dr. Ma...  
CHED - Section Amago...  
Jenny M. Santiago  
CHED 12 Annabelle...  
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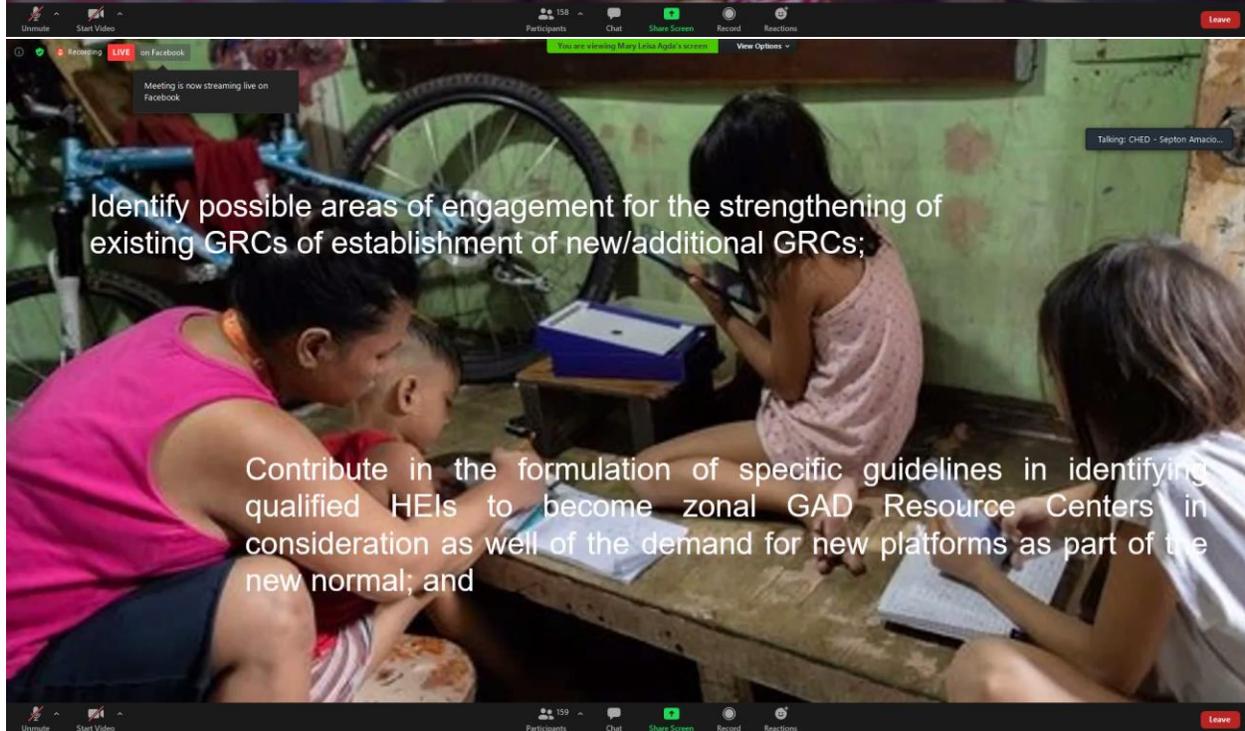
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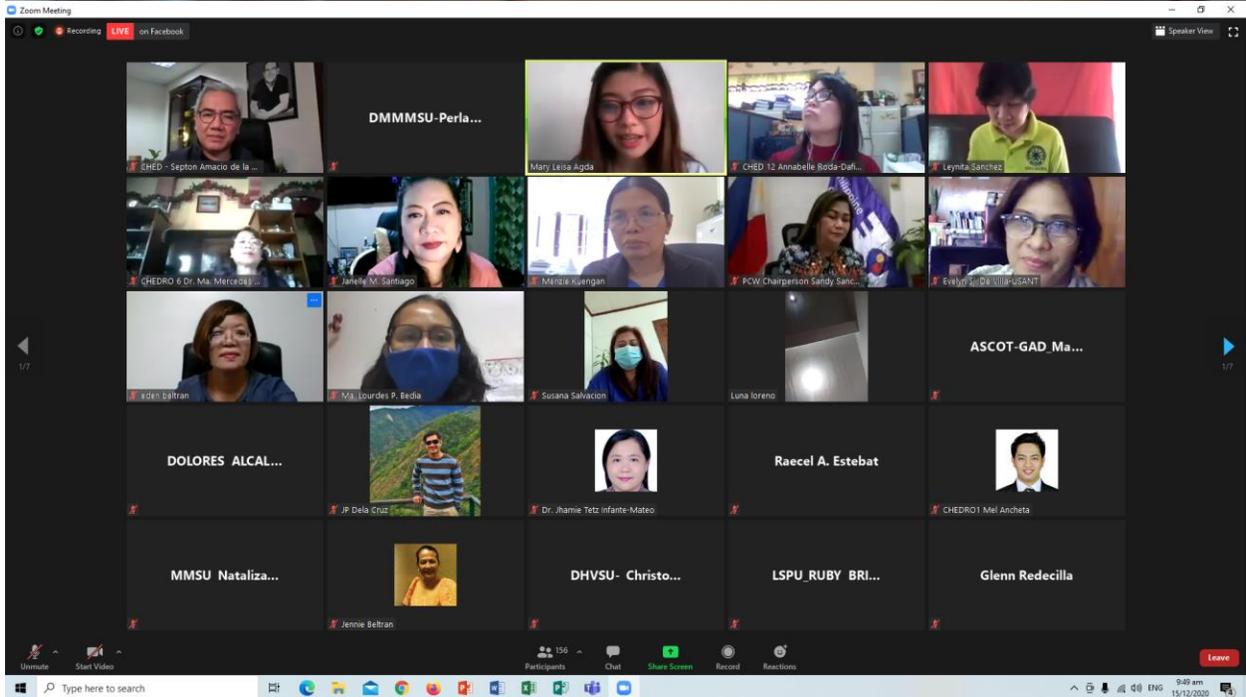
Have a clear picture of the relevance of gender mainstreaming Gender and Development in Higher Education given the important roles that colleges and universities play as mandated in CMO No.1 series 2015.

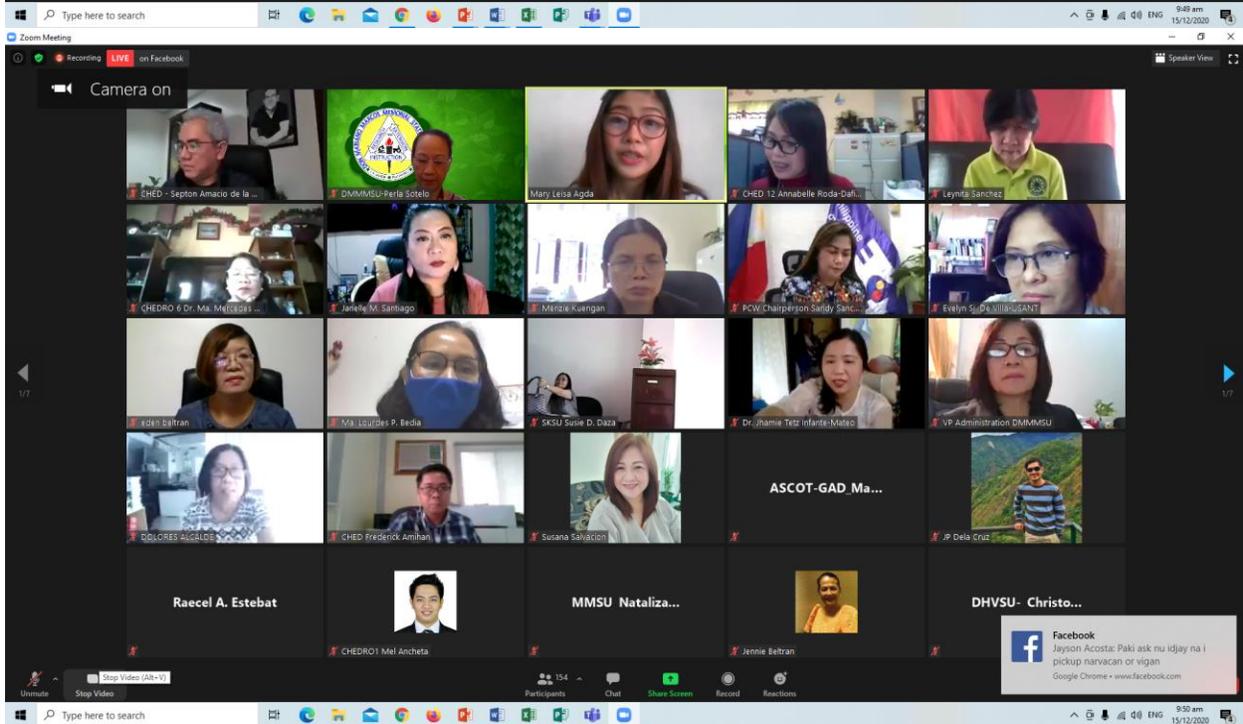
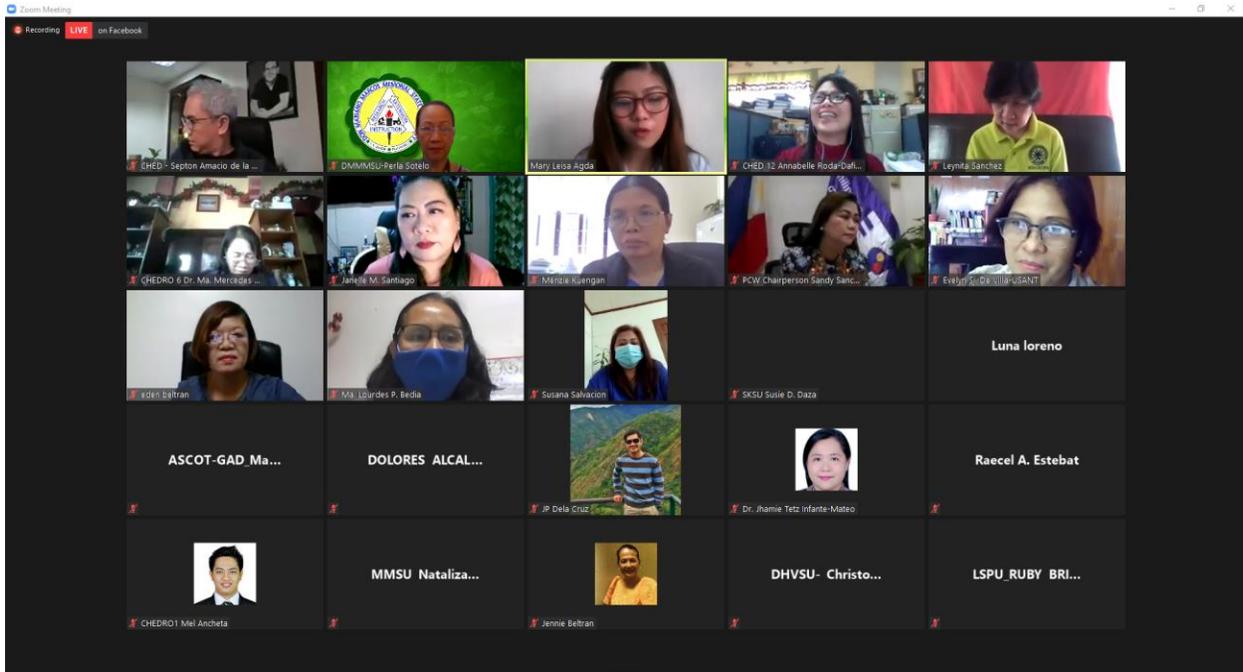
Gain lessons from the sharing of best practices of existing GAD Resource Centers and reflect on their current GAD initiatives to make the same more responsive and attuned with the current needs of the times;



Identify possible areas of engagement for the strengthening of existing GRCs or establishment of new/additional GRCs;

Contribute in the formulation of specific guidelines in identifying qualified HEIs to become zonal GAD Resource Centers in consideration as well of the demand for new platforms as part of the new normal; and





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# Message of Solidarity



Talking: Mary Leisa Agda

5 性别平等



**Hon. Sandra Sanchez-Montano**  
Chairperson  
Philippine Commission on Women (PCW)

Zoom Meeting Recording LIVE on Facebook

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# Higher Education Thrusts and Directions for Gender and Development

Talking: Comm Aldrin Darilag



**Dr. Aldrin A. Darilag**  
Oversight Commissioner for GAD

5 GENDER EQUALITY

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## Higher Education Thrust and Direction for Gender and Development

December 15, 2020



**Dr. Aldrin A. Darilag** CHRP, RMT, RN  
Commissioner  
Commission on Higher Education

Next slide

Talking:

No Notes.

Slide 1 of 42

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- 
1. Defining Key Terms related to “Gender Parity and Gender Sensitivity in Higher Education”
  2. Understanding the Impacts of COVID-19 to the Wider Society
  3. Understanding the Impacts of COVID-19 to the Higher Education Landscape
  4. Recognizing the Current Gender-Sensitive Initiatives and Advocacies of the Commission on Higher Education
  5. Understanding the Role of Higher Education Institutions in the Implementation of Gender Sensitive Programs and Activities



## GENDER

“is a social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. The concept of gender includes the expectations held about the characteristics, aptitudes, and likely behaviors of both women and men.”



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Talking: Comm Aldrin Darlag

“Gender Parity is an urgent need and a personal priority. The meaningful inclusion of women in decision-making increases effectiveness and productivity, brings new perspectives and solutions to the table, and unlocks greater resources.”

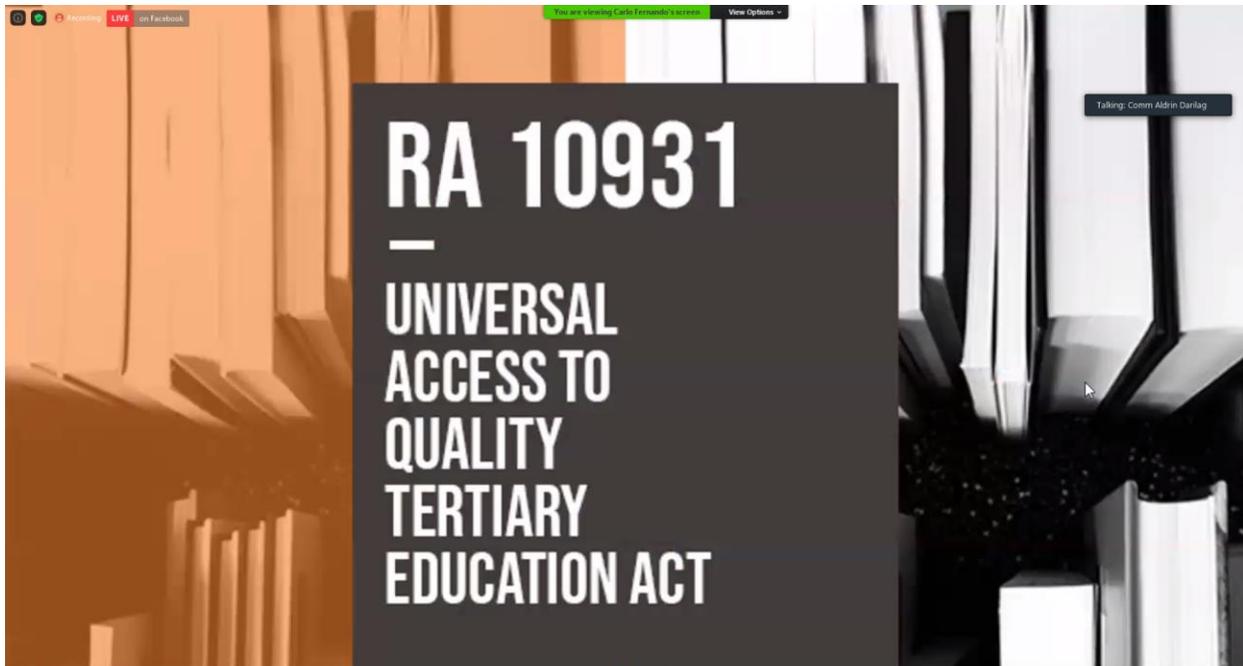
Antonio Guterres  
Secretary General  
United Nations

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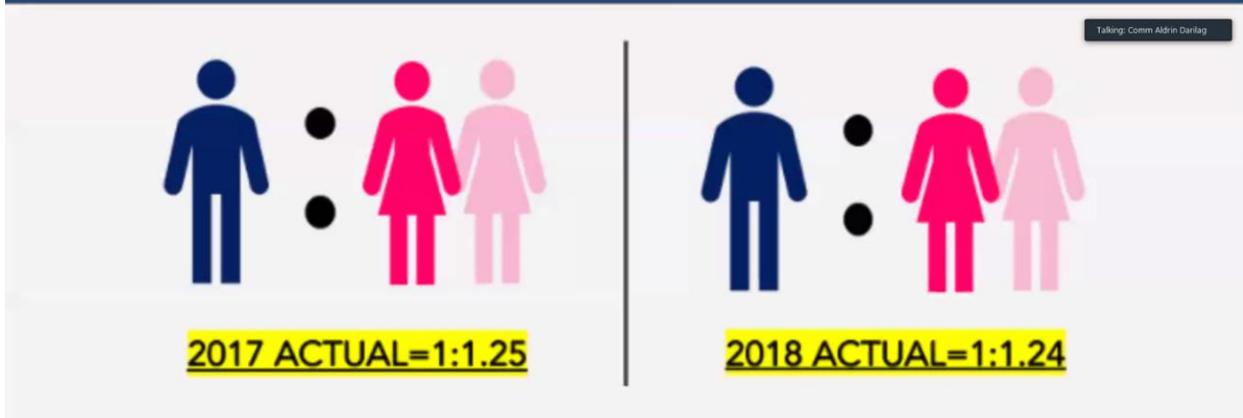


“Gender parity is a statistical measure that provides a numerical value of female-to-male or girl-to-boy ratio for indicators such as income or education. For example, if there are equal number of girls and boys who completed primary education in a specific country, the gender parity ratio for that indicator is one. The greater the difference between girls and boys, the lower is the gender parity value. Gender parity is a useful tool for assessing gender inequality in specific areas, in setting goals, and in assessing change and progress under specific indicators of gender equality.”





## RATIO OF MALE TO FEMALE ENROLLEES IN HIGHER EDUCATION

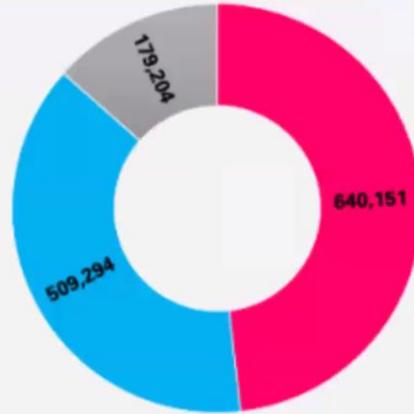


Apart from the higher percentage of female enrollees in comparison to male enrollees, the 2018 Programme for International Student Assessment also notes that female test-takers scored 14 points higher on average than males.



## SEX DISAGGREGATED DATA ON FREE HIGHER EDUCATION

Number of Free Higher Education Beneficiaries in 112 SUCs and 103 LUCs, Academic Year 2019-2020



■ Male ■ Female ■ Not Indicated

**636,000** female students benefitting from the Free Higher Education Program of the Commission,

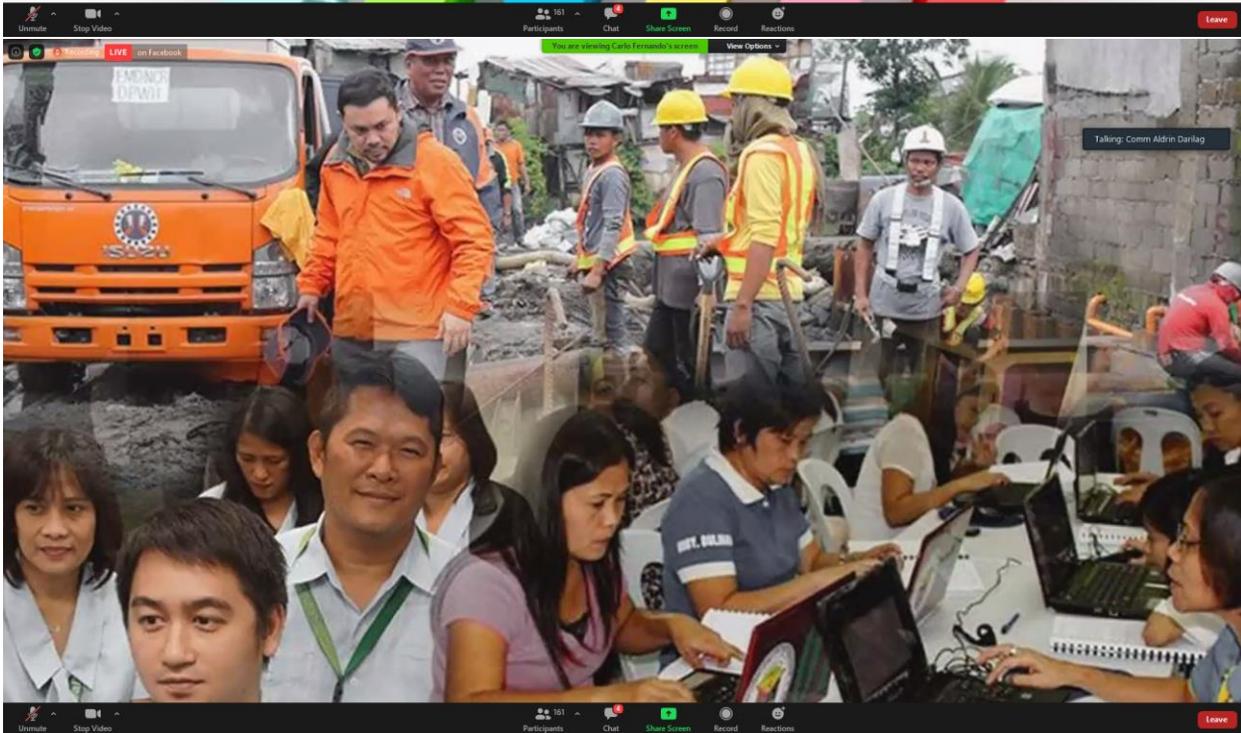


More male students enrolled in technical-vocational livelihood courses compared to females.

**23,443 Male**  
**10,599 Female**

**INCREASED ENROLLMENT OF WOMEN IN HIGHER EDUCATION**

## INCREASED ENROLLMENT OF WOMEN IN HIGHER EDUCATION





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**COVID-19 Dashboard**

VACCINE KALUSUGAN KABUHAYAN KAAYUSAN KINABUKASAN FAQs INFORMATION GALLERY

**LAGING HANDA**

Talking: Comm Aldrin Danlag



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# CARE ECONOMY

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# CARE ECONOMY

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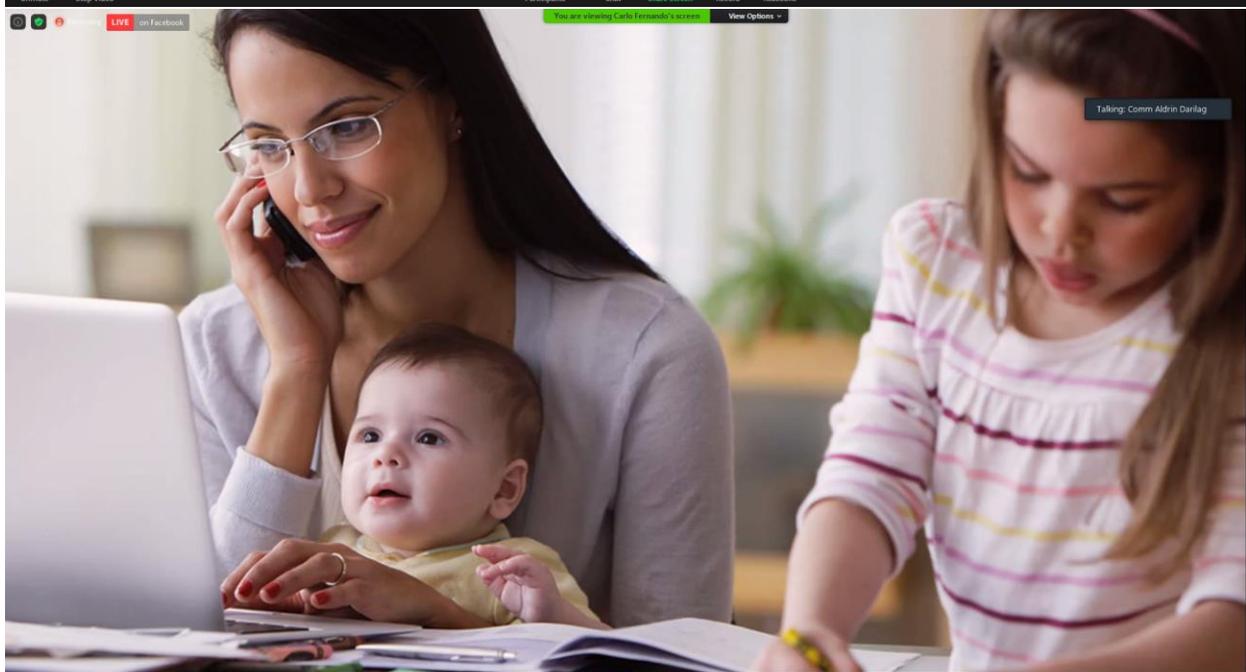
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Globally, women and girls are responsible for 75% of unpaid care and domestic work in homes and communities every day.

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4 hours  
25 minutes



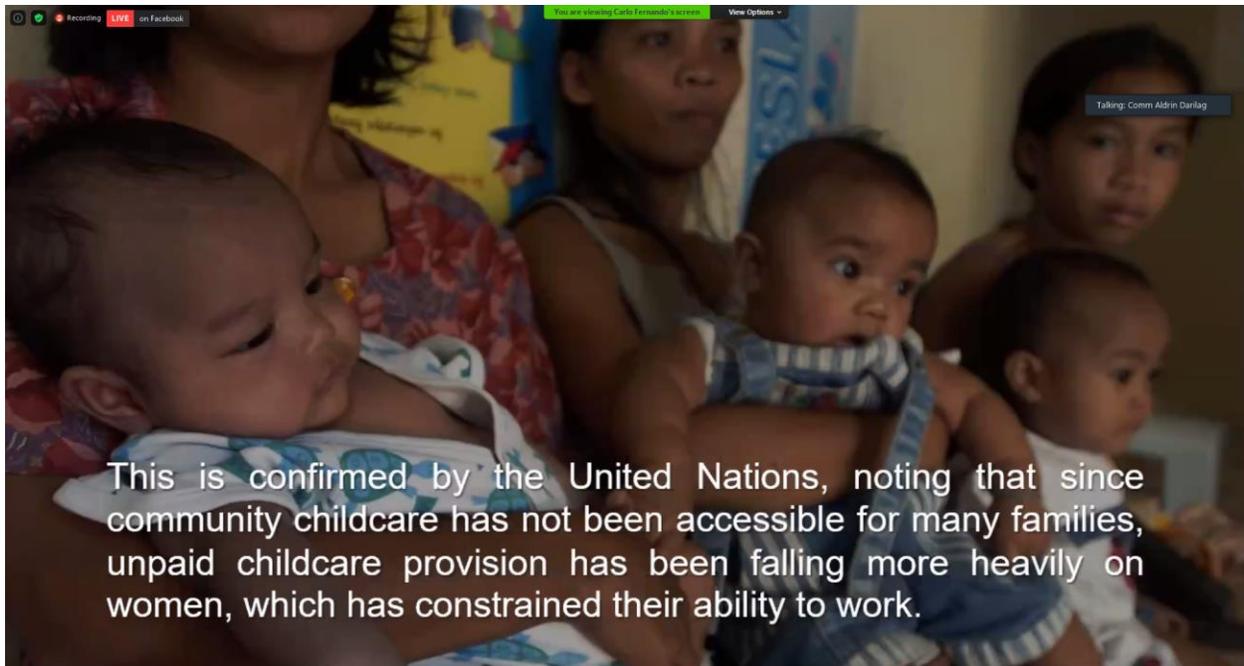
1 hour  
23 minutes



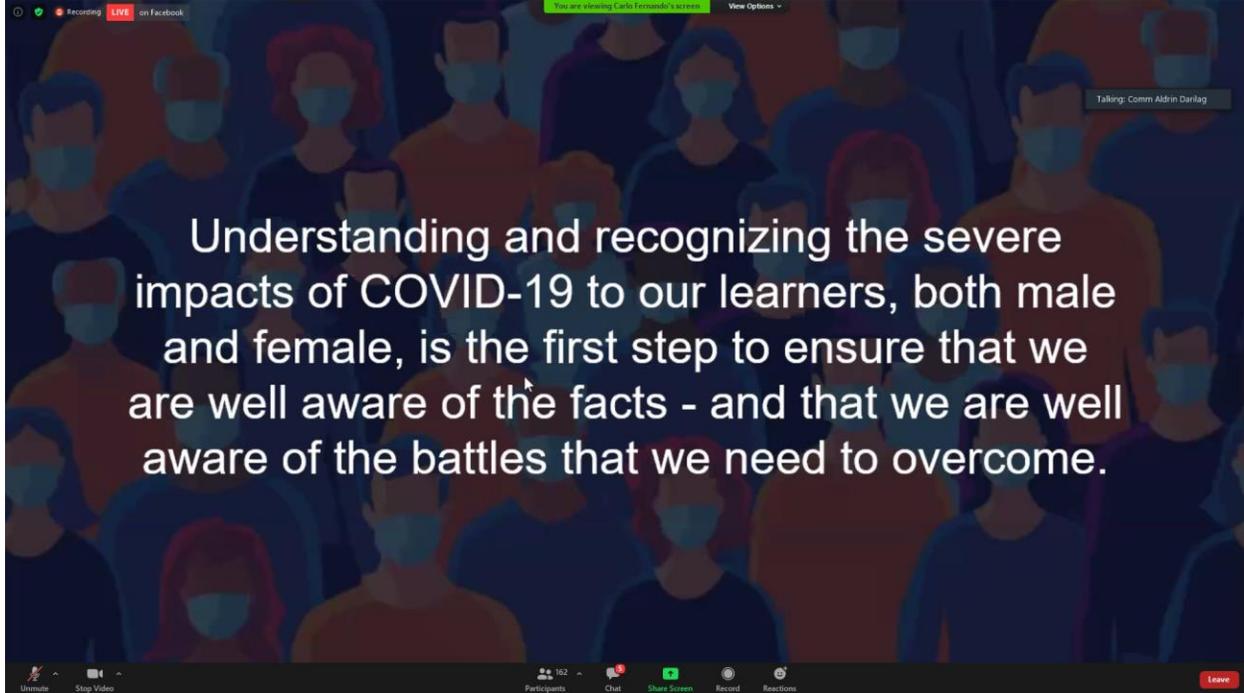
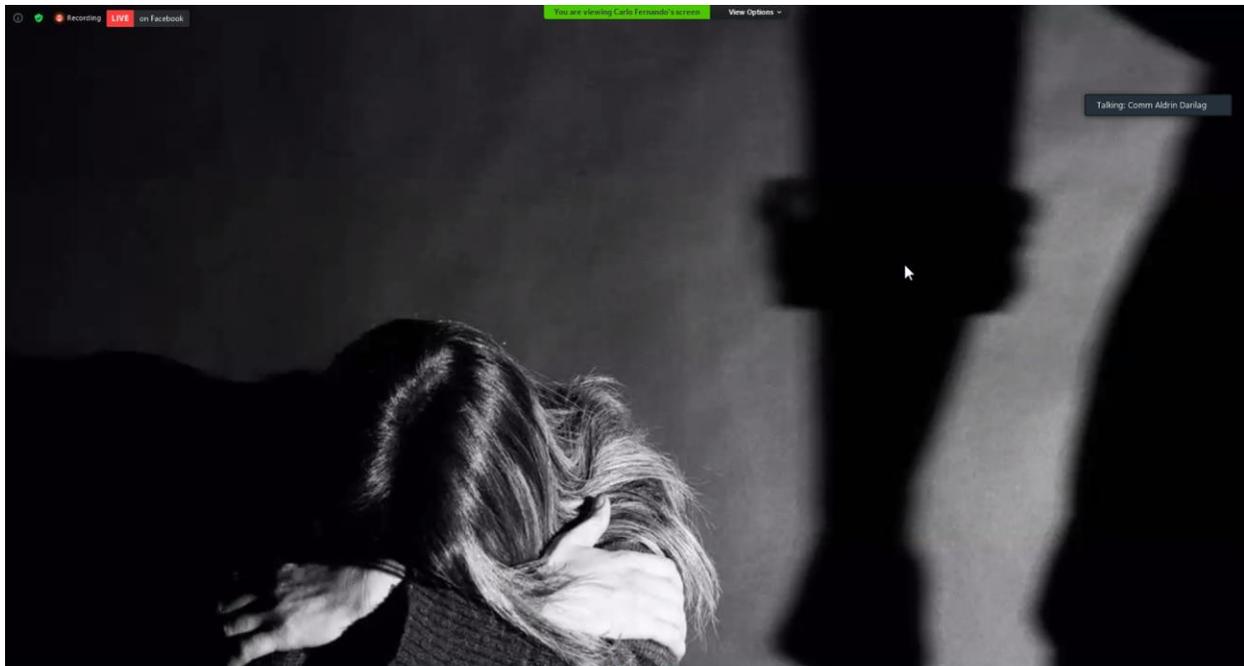
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International  
Labour  
Organization







Understanding and recognizing the severe impacts of COVID-19 to our learners, both male and female, is the first step to ensure that we are well aware of the facts - and that we are well aware of the battles that we need to overcome.

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the Commission on Higher Education is doing everything in its power to be aware of the facts, so that we can be sensitive to the situation, so that we can address the issues, so that we make our teaching and learning spaces more inclusive - and so that ultimately, education transforms society so it may empower all students regardless of their gender.

Understanding and recognizing the severe impacts of COVID-19 to our learners, both male and female, is the first step to ensure that we are well aware of the facts - and that we are well aware of the battles that we need to overcome.

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## CHED steps in and implements the following gender-sensitive initiatives:

1. Creation of a Technical Panel for Gender and Women's Studies who drafted the Policies, Standards, and Guidelines for the Gender Studies curriculum for the graduate level.
2. Establishment of Gender and Development (GAD) Focal Committee in the CHED Central Office as well as CHED Regional Offices.

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## CHED steps in and implements the following gender-sensitive initiatives:

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3. Establishment of a GAD Unit who will focus on GAD-related concerns within the Commission as well as with its partner institutions.



## CHED steps in and implements the following gender-sensitive initiatives:

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3. Establishment of a GAD Unit who will focus on GAD-related concerns within the Commission as well as with its partner institutions.
4. Collation of sex disaggregated data from higher education institutions.





## CHED steps in and implements the following gender-sensitive initiatives:

5. Development of a Gender and Development website, to be linked in the CHED website.



## CHED steps in and implements the following gender-sensitive initiatives:

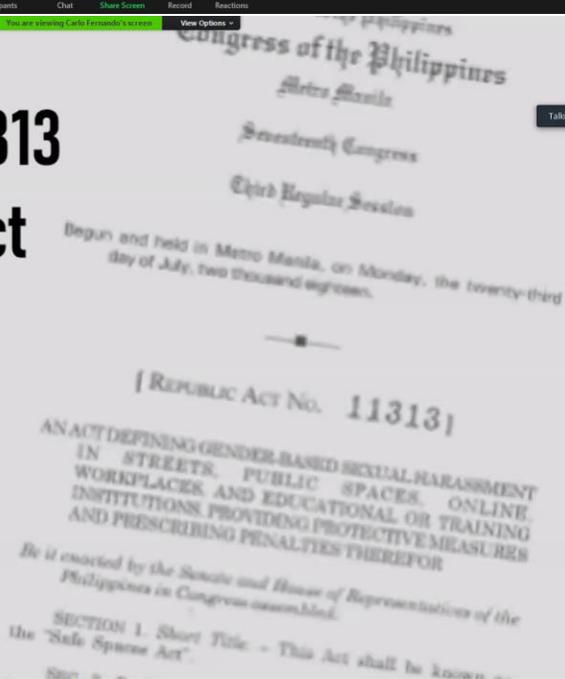
5. Development of a Gender and Development website, to be linked in the CHED website.
6. Continuous conduct of gender sensitivity training among CHED and UniFAST employees.

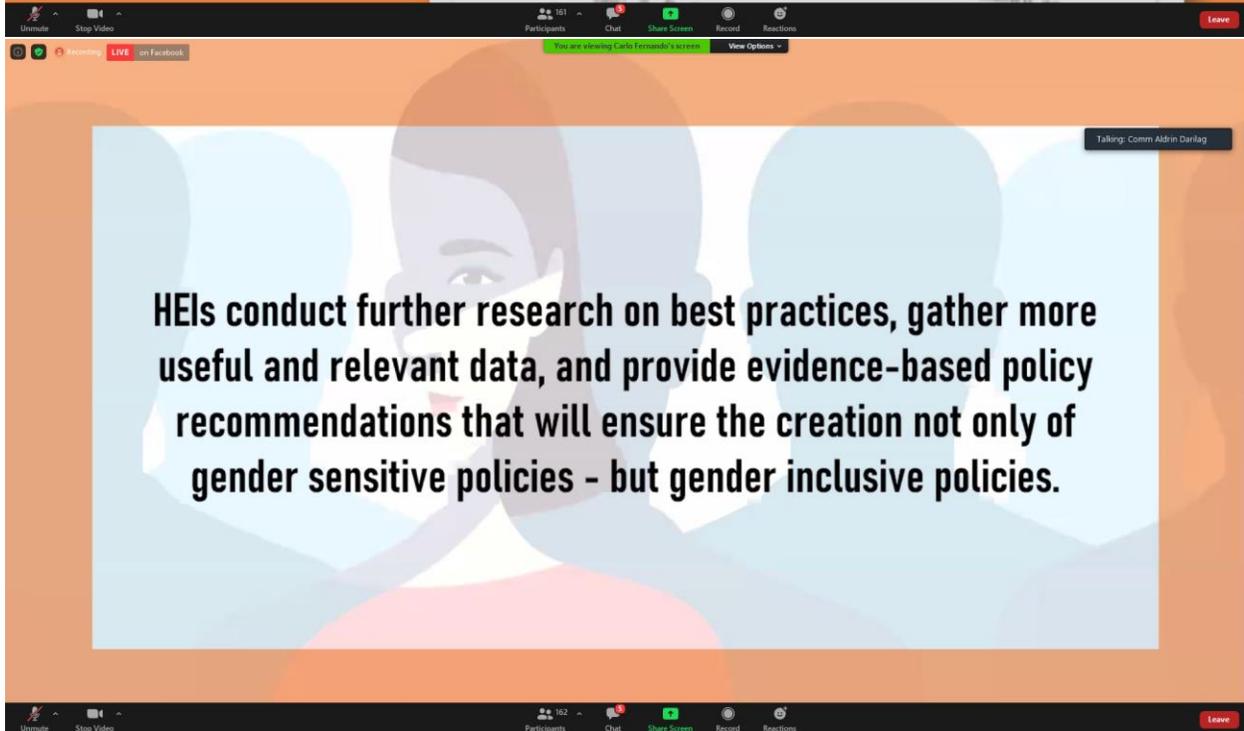
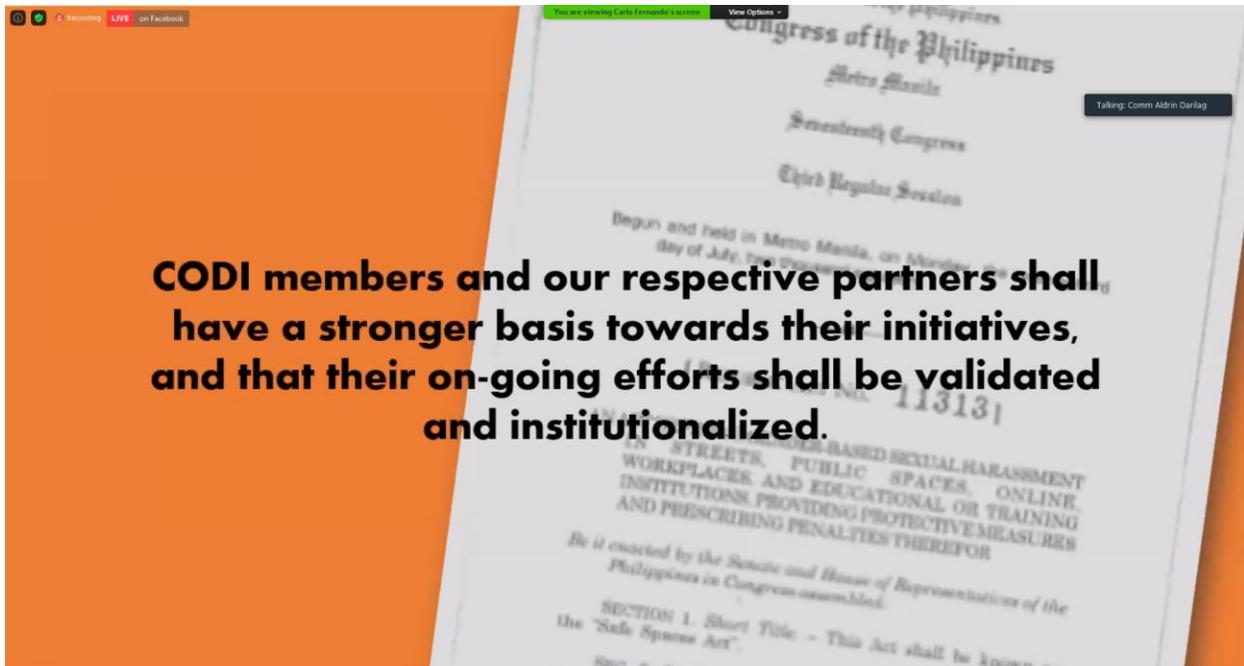


CHED steps in and implements the following gender-sensitive initiatives:

7. Continuous capacity building for GAD Focal Persons on GAD Planning and Budgeting, use of assessment tools such as Harmonized Gender and Development Guidelines (HGDG), Gender Mainstreaming and Evaluation Framework (GMEF), Gender Mainstreaming Monitoring System (GMMS).

## Republic Act No. 11313 The Safe Spaces Act





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**HEIs further conduct professional development programs to faculty and to the wider community regarding gender related topics so that more people will become more aware and empowered about gender related issues.**

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**HEIs also conduct more community extension programs that uplift the conditions of women and children, including men - especially those living in socio-economically disadvantaged backgrounds, so that our HEIs truly contribute to the advancement of the wider community. Let us extend our services not only to our teaching and non-teaching personnel, but also to our students and their families**



Higher Education Thrusts and Directions for Gender and Development

**Dr. Aldrin A. Darilag**  
Oversight Commissioner for GAD

Outline:

- 1. Prayer
- 2. Essential Prayer
- 3. Philippine National Anthem
- 4. Message of Solidarity
- 5. Linkages and support to GICs
- 6. Message of Solidarity
- 7. Linkages and support to GICs
- 8. Message of Solidarity
- 9. Linkages and support to GICs
- 10. Message of Solidarity

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# Linkages and support to GRCs



Dir. Mylah Faye Aurora B. Cariño  
Regional Director  
National Economic Development Authority (NEDA) Region 10

From Evelyn Edo to Everyone  
yes lei

المساواة بين الجنسين 0

Talking: [Redacted]

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# Linkages and support to GRCs



Dir. Mylah Faye Aurora B. Cariño  
Regional Director  
National Economic Development Authority (NEDA) Region 10

5 IGUALDAD DE GÉNERO

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Talking: NEDA-X Mylah Faye AB...

REPUBLIC OF THE PHILIPPINES  
NATIONAL ECONOMIC AND DEVELOPMENT AUTHORITY

# NEDA-X Linkages and Support to GAD Mainstreaming and Zonal Resource Centers

DIR. MYLAH FAYE AURORA B. CARIÑO, CESO III  
Vice-Chairperson, RDC-X  
Regional Director, NEDA-X

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## OUTLINE



- ✓ The NEDA-X Gender and Development Plan
  - ✓ Development Planning in the Context of GAD
  - ✓ GAD Budgeting and Investment Programming
  - ✓ Gender Mainstreaming in Project Monitoring and Evaluation
  - ✓ Regional Development Council (RDC-X) Regional Gender and Development Committee
    - Zonal GAD Resource Center
- Talking: NEDA-X Mylah Faye AB...

## NEDA-X Annual GAD Plan

- ✓ Mainstreaming GAD in the:
  - Formulation, implementation and monitoring of the Regional Development Plan 2017 – 2022 and its Midterm Update;
  - Formulation, implementation and monitoring of the Regional Development Investment Program 2017 – 2022 and its Midterm Update and FY 2021 and 2022 Annual Investment Program of agencies;
  - Evaluation of programs and projects requiring Regional Development Council endorsement and ICC approval;
  - Review and evaluation of Budget Proposals of Agency Regional Offices and State Universities and Colleges; and
  - Monitoring and evaluation of socio-economic performance and programs/projects implementation.

## NEDA-X Annual GAD Plan

- ✓ Provision of:
  - Technical secretariat support and advisory services to the RDC and its committees on GAD mainstreaming; and
  - Technical assistance to RLAs, LGUs and other inter-agency bodies on GAD mainstreaming and other related concerns.
- ✓ Advocacy and dissemination of IEC materials on GAD
- ✓ Coordination with and assistance to national oversight agencies, particularly the PCW, NEDA, and DILG in localizing the implementation of national laws, policies, and programs on GAD
- ✓ Initiate, coordinate and monitor gender mainstreaming initiatives at the regional/local levels

## NEDA-X Annual GAD Plan

- ✓ Integration of gender perspective in the development processes through consultation with stakeholders
- ✓ Promote and coordinate the generation and use of sex-disaggregated data and gender statistics to come up with gender-responsive evidence-based regional/local development policies, plans and programs
- ✓ Strengthen institutional linkages with regional GAD mechanisms (e.g., Regional Inter-Agency Committee on Anti-Trafficking-Violence Against Women and Their Children (RIACAT-VAWC) and Regional GAD Centers), GAD Focal Point Systems of regional line agencies, GAD offices of LGUs, donor agencies and civil society, among others, in pursuing GAD efforts at the regional and local levels)

## Development Planning

- ✓ Participation of women and women's groups in the preparation of the plan;
- ✓ Assessment of gender impact of past performance and challenges, through the analysis of sex-disaggregated data and gender-related information;
- ✓ Inclusion in goals, objectives, and results (outcomes and outputs) of GAD statements intended to address key gender equality, women's development or empowerment issues;

## Development Planning

- ✓ Identification of policies and legislative agenda, and strategies, programs and projects that will help achieve gender equality, women's development or empowerment goals, and address constraints to achieving these goals while pursuing the overall goal of the development plan;
- ✓ Assessment of the draft development plan (before finalization) to avoid negative gender-related impact and to minimize constraints to women's participation in the benefits of development;
- ✓ Inclusion of the targets and sex-disaggregation of data in the results matrix of indicators, to measure reduction of gender gaps, improvement of women's participation, and enhanced women's empowerment

## GAD Budgeting and Investment Programming

The Regional Development Council-X, during its 124<sup>th</sup> Full Council Meeting on 11 December 2020, approved the **Regional Guidelines for the Preparation of the Regional Budget Proposal of Agency Regional Offices (AROs), State Universities and Colleges (SUCs), Government Owned and Controlled Corporations (GOCCs), and other Government Instrumentalities for Fiscal Year 2022.**

*Check AROs/SUCs/GOCCs' conformity to mandated allocations of programs and projects related to the following:*

- a) *Ending Local Communist Armed Conflict (ELCAC) thru the Convergence Areas for Peace and Development (CAPDev) Program;*
- b) **Gender and Development (GAD);**
- c) *Vulnerable sectors (IPs, PWDs, Senior Citizens, youth and children);*
- d) *Disaster risk reduction and climate change adaptation (DRR/CCA); and*
- e) *Sustainable Development Goals.*