



Republic of the Philippines
Department of Education

Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

Office of the Schools Division Superintendent

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Division MEMORANDUM

No. 397, s. 2024

**UTILIZATION OF HARMONIZED GENDER AND DEVELOPMENT
GUIDELINES (HGDG) CHECKLIST IN THE PREPARATION OF
PROGRAMS, PROJECTS, AND ACTIVITIES (PPAS)**

To: Division Chiefs
Public Schools District Supervisors/ District In-Charge
Elementary and Secondary School Heads and Teachers
This division

1. This has reference to the DepEd's commitment to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights, in the provision and governance of basic education per DepEd Order No. 32. S. 2017 Gender-Responsive Basic Education Policy.
2. All functional Division Chiefs and School Personnel shall ensure Gender and Development (GAD) Mainstreaming in the identification and design of their Program, Projects, and Activities (PPAs).
3. In view of the foregoing, Program Owners are hereby directed to consistently use the Harmonized Gender and Development Guidelines (HGDG) checklist (Expanded Box 7 Combined Generic Checklist for Project Identification and Design for Attribution.
4. Attached hereto is the HGDG Checklist as guide in the crafting of PPA proposals and subsequent pertaining to GAD Compliance.
5. For immediate dissemination and compliance of this memorandum are desired.

LORENZO O. MACASOCOL, PhD, CESO V
Schools Division Superintendent

Encl.: as stated

References: as stated

By the authority of the Schools Division Superintendent:


LAILA F. DANAQUE EdD., CESO VI
Assistant Schools Division Superintendent

HRD/EGM//DM- UTILIZATION OF HARMONIZED GENDER AND DEVELOPMENT GUIDELINES (HGDG) CHECKLIST IN THE PREPARATION OF PROGRAMS, PROJECTS, AND ACTIVITIES (PPAS) 397/September 13, 2024

SCHOOLS DIVISION OF SURIGAO DEL SUR

GAD Checklist for Designing and Evaluating Projects

PAP's Name:

Owner/ End-User:

Element and item/question (col. 1)	DONE? (col. 2)			Score for an Item/Element (col. 3)	Gender issues identified (col. 4)
	NO (2a)	PARTLY YES (2b)	YES (2c)		
Project Identification and Planning					
1.0 Participation of women and men in project identification (max score: 2; for each item or question, 0.67)				0.7	
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)	☐	☐	☒	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)	☐	☐	☐		
2.0 Collection of sex-disaggregated data and gender-related information prior to project design (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					
3.0 Conduct of gender analysis and identification of gender issues (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?	☐	☐	☐		
Project Design					
4.0 Gender equality goals, outcomes, and outputs (max score: 2; for each item, 1)				0.0	
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)	☐	☐	☐		
5.0 Matching of strategies with gender issues (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?					
6.0 Gender analysis of the designed project (max score: 2)				0.00	
6.1 Gender division of labor (max score: 0.67; for each question, 0.22)				0.00	

Element and item/question (col. 1)	DONE? (col. 2)			Score for an Item/Element (col. 3)	Gender issues identified (col. 4)
	NO (2a)	PARTLY YES (2b)	YES (2c)		
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 Access to and control of resources (max score: 0.67; for each question, 0.23)				0.00	
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)	☐	☐	☐		
6.3 Constraints (max score: 0.67; for each item, 0.33)				0.00	
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)	☐	☐	☐		
7.0 Monitoring targets and indicators (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:	☐	☐	☐		
– Net enrolment or school participation rate – Passing rate for female and male students (NEAT, NSAT, HSRT) – Participation in training and similar project activities, by type of training or activity – Employment generated by the project					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?	☐	☐	☐		
9.0 Resources (max score: 2; for each item, 1)				0.0	
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)	☐	☐	☐		

Element and item/question (col. 1)	DONE? (col. 2)			Score for an Item/Element (col. 3)	Gender issues identified (col. 4)
	NO (2a)	PARTLY YES (2b)	YES (2c)		
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)				0.0	
10.1 Will the project build on or strengthen the agency/ NCRFW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)	☐	☐	☐		
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.)					
Corresponding Budget of the PAPs that may be Attributed to the Agency GAD Budget				#N/A	