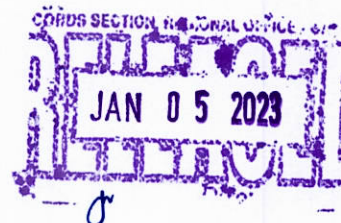




Republic of the Philippines
Department of Education
CARAGA REGION



January 3, 2023

REGIONAL MEMORANDUM
No. 0012, s. 2023

To: SCHOOLS DIVISION SUPERINTENDENTS
FUNCTIONAL DIVISION CHIEFS
This Region

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

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. 032, s. 2017 *Gender-Responsive Basic Education Policy*.
2. All functional Division Chiefs shall ensure Gender and Development (GAD) Mainstreaming in the identification and design of their Programs, Projects and Activities (PPAs).
3. In view thereof, 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 evaluation pertaining to GAD Compliance.
5. Immediate dissemination and compliance of this memorandum are desired.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encl/s.: As stated
Reference: DepEd Order No. 32, s. 2017 dated June 29, 2017
To be indicated in the Perpetual Index
under the following subjects:

GENDER AND DEVELOPMENT

PERSONNEL

POLICY

HRD/mrre
01/03/2023



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2023-01-00020

Document Control No:
DepEdRO13-F-REC-013/R3/02-18-2020

**Expanded Box 7. Combined generic checklists for project
identification and design**

Element and item/question (col.1)	Done? (col. 2)			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0 Involvement of women and men (max score: 2; for each item, 1)					
1.1 Participation of women and men in beneficiary groups in identification of the problem (possible scores: 0, 0.5, 1.0)					
1.2 Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)					
2.0 Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0)					
3.0 Conduct of gender analysis and identification of gender issues (max score: 2; for each item, 1)					
3.1 Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)					
3.2 Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0)					
4.0 Gender equality goals, outcomes, and outputs (possible scores: 0, 1.0, 2.0) Does the project have clearly-stated gender equality goals, objectives, outcomes or outputs?					
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues and gender equality goals identified?					
6.0 Gender analysis of likely impacts of the project (max score: 2; for each item,					
6.1 Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)					
6.2 Has the project considered its long- term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)					
6.3 Has the project included strategies for avoiding or minimizing negative impacts on women's status and					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators to measure gender equality outputs and					

	Done? (col. 2)				
8.0 Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0) Does the project M&E system require the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs/partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to promote gender equality and women's empowerment? OR, is the project committing itself to invest project staff time in building capacities within the project to integrate GAD or promote gender					
10 Relationship with the agency's GAD efforts (max score: 2; for each question or item, 0.67)					
10.1 Will the project build on or strengthen the agency/NCRFW/ government's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAS NO GAD PLAN: Will the project help towards the formulation of the implementing agency's GAD plan?					
10.2 Will it build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
10.3 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR PROJECT DEVELOPMENT STAGE					

Interpretation of the GAD Score

- 0-3.9 GAD is invisible in the project (proposal to be returned).
- 4.0-7.9 Proposed project has promising GAD prospects (proposal earning a "conditional pass," pending identification of gender issue/s and the 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 passing the GAD test).
- 15.0-20.0 Proposed project is gender-responsive (proponent to be commended).

HGDG Score	Description	Corresponding budget for the year of the program that may be attributed to the GAD budget
Below 4.0	GAD is invisible	0% or no amount of the program budget for the year may be attributed to the GAD budget
4.0-7.9	Promising GAD prospects(conditional pass)	25% of the budget for the year of the program may be attributed to the GAD budget
8.0-14.9	Gender sensitive	50% of the budget for the year of the program may be attributed to the GAD budget
15.0-19.9	Gender-responsive	75% of the budget for the year of the program may be attributed to the GAD budget
20.0	Fully gender-responsive	100% of the budget for the year of the program may be attributed to the GAD budget