Republic of the Philippines

Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

Office of the Schools Governance and Operations Division

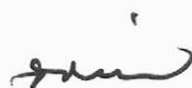April 20, 2022

DIVISION MEMORANDUM
No. 505 , s. 2022

AUTOMATED ELECTRONIC TOOL FOR HARMONIZED GENDER AND DEVELOPMENT GUIDELINES (HGDG) CHECKLIST AND GENDER AND DEVELOPMENT (GAD) ATTRIBUTION FOR LEARNING AND DEVELOPMENT PROPOSALS AND ACTIVITY DESIGNS

To: Assistant Schools Division Superintendent
        Chief, School Governance and Operations Division
        Public Schools District Supervisors
        All School Heads
        All District and School GAD/HGDG Coordinators
        All Others Concerned

1. In line with the goal to systematize and ease the Division's GAD/HGDG process, the Schools Division Office hereby developed a tool for automation of the Harmonized Gender and Development Guidelines (HGDG) Checklist and Gender and Development (GAD) Attribution for Learning and Development Proposals and Activity Designs.

2. Anent to this, all the district/school GAD/HGDG Coordinators and all program owners are directed to use the said automated electronic tool (HGDG Checklist/ GAD Attribution Tool) in evaluating the training proposals and activity designs from the schools/districts/division office in order to generate accurate and reliable results based on standards. The tool can be accessed here: https://depeddavnor.ph/form.

3. To navigate the automated electronic tool (in excel format), the Program Owners need to:

    - open the first sheet (HGDG Checklist) of the Automated Electronic Tool for HGDG Checklist and GAD Attribution;
    - type/fill in the needed information such as Title of Training/Activity, Name of School;
    - read carefully each dimension and question and respond (no, partly yes, and yes) by clicking on the dropdown menu;
    - the score for the element will automatically show depending on your response;
    - you may put comments if there are any;
    - proceed to the second sheet (GAD Attribution Tool);
    - fill in the budget allocated (if available);
    - click on the drop-down menu (MOOE, Downloaded Funds, PTA Funds, Others) to choose the source of funds;
    - encode the number of days of the activity/training;
    - print the HGDG Checklist and GAD Attribution Tool, and affix your signature.

4. The printed and signed GAD/HGDG Checklist and Attribution Tool Form should be attached to the training proposal or activity design as one of the requirements to be submitted to the Division Office.

5. Attached are the printed copies of the HGDG Checklist and GAD Attribution Tool.

6. The Equal Opportunities Principle (EOP) shall be, at all times, considered in the crafting and evaluation of training proposals and activity designs.

7. Immediate and wide dissemination of and strict compliance to this memorandum are directed.

DEE D. SILVA, DPA, CESO V
Schools Division Superintendent

GAD CHECKLIST FOR DESIGNING AND EVALUATING EDUCATION PROJECTS/ACTIVITY OR TRAINING DESIGN

NAME OF SCHOOL/DISTRICT: _____

TITLE OF ACTIVITY: _____

DIMENSION & QUESTION	RESPONSE			SCORE FOR THE ELEMENT	RESULT OR COMMENT
	NO	PARTLY YES	YES		
Project Identification & Planning					
1.0 Participating of women and men in project identification (max score: 2; for each item or question, 0.67)				0	
1.1 Has the project consulted and involved women in the problem or issue that the intervention must sole 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)**					
2.0 Collection of sex-disaggregated data and gender-related information prior to project design 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? **(possible score: 0, 1.0, 2.0)**					
3.0 Conduct of gender analysis and identification of gender issues (see box 3) 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? **(possible scores: 0, 1.0, 2.0)**					
4.0 Gender equality goals, outcomes, and outputs (max score: 2; for each item, 1)				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)					
6.1 Gender division of labor (max score: 0.67; for each question, 0.22)				0	
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, 0.22)				0	
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 score: 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 Constraint (max score:0.67; for each item, 0.33)				0	
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	
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 equality? (**possible scores: 0, 0.5, 1.0**)					
10.0 Relationship with the agency's GAD efforts (**max score: 2; for each item or question, 0.67**)				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.) (**maximum of 20**)				0.00	GAD IS INVISIBLE

HGDG Score	Description	Corresponding Budget for the Year of the Program that may be Attributed to the Agency GAD Budget
Below 4.0	GAD is invisible	0% or no amount of the program/project 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/project may be attributed to the GAD budget
8.0 – 14.9	**Gender sensitive**	**50% of the budget for the year of the program/project, may be attributed to the GAD budget**
15.0 – 19.9	Gender-responsive	75% of the budget for the year of the program/project 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

PROGRAM OWNER

GENDER AND DEVELOPMENT (GAD) ATTRIBUTION TOOL

NAME OF SCHOOL/DISTRICT: _____

TITLE OF ACTIVITY: _____

BUDGET ALLOCATED: _____ **SOURCE OF FUND:** OTHERS **GAD SCORE:** 0.00

PARTICIPANTS	Salary (per month)	Salary (per day)	No. of Participants	Attribution
TEACHER I	25,439.00	1,156.32		-
TEACHER II	27,608.00	1,254.91		-
TEACHER III	29,798.00	1,354.45		-
HEAD TEACHER I	32,321.00	1,469.14		-
HEAD TEACHER II	35,097.00	1,595.32		-
HEAD TEACHER III	38,150.00	1,734.09		-
HEAD TEACHER IV	41,508.00	1,886.73		-
MASTER TEACHER I	45,203.00	2,054.68		-
MASTER TEACHER II	49,835.00	2,265.23		-
MASTER TEACHER III	55,799.00	2,536.32		-
SPET I	32,321.00	1,469.14		-
SPET II	35,097.00	1,595.32		-
SPET III	38,150.00	1,734.09		-
SST I	29,798.00	1,354.45		-
SCHOOL NURSE	35,097.00	1,595.32		-
ASST. SCHOOL PRINCIPAL II	49,835.00	2,265.23		-
PRINCIPAL I	49,835.00	2,265.23		-
PRINCIPAL II	55,799.00	2,536.32		-
PRINCIPAL III	62,449.00	2,838.59		-
PRINCIPAL IV	69,963.00	3,180.14		-
ADMIN AIDE VI	16,877.00	767.14		-
ADAS I	17,889.00	813.14		-
ADAS II	18,998.00	863.55		-
ADAS III	20,340.00	924.55		-
LIBRARIAN II	35,097.00	1,595.32		-
REGISTRAR I	25,439.00	1,156.32		-
ADMIN OFFICER II	25,439.00	1,156.32		-
GUIDANCE COOR II	35,097.00	1,595.32		-
GUIDANCE COUNCILOR I	25,439.00	1,156.32		-
GUIDANCE COUNCILOR II	27,608.00	1,254.91		-
GUIDANCE COUNCILOR III	29,798.00	1,354.45		-
EPS	69,963.00	3,180.14		-
PSDS	69,963.00	3,180.14		-
CHIEF-EPS	88,410.00	4,018.64		-
ASDS	100,788.00	4,581.27		-
SDS	113,891.00	5,176.86		-

TOTAL   -

No. of Days of Activity   1

Salary Attribution   -

_____

0

Program Owner

Budget Attribution   -

Total Attribution   -