



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

January 6, 2021

DIVISION MEMORANDUM

No. 02 , s. 2021

CAPABILITY-BUILDING ON HARMONIZED GENDER AND DEVELOPMENT GUIDELINES (HGDG) TOOLS FOR DIVISION OFFICE PROGRAM HANDLERS

To: **Officer-In-Charge, Office of the
Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors/Coordinators
Division GAD Focal Point System
Division Office Program Handlers
Unit Heads
All Others Concerned**

1. The Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation is a gender and development approach which aims to provide Philippine government agencies and donors with a common set of analytical concepts and tools integrating gender concerns into development programs and projects.
2. DepEd Order No. 32, s. 2017 (Gender Responsive Basic Education Policy) declares that capacity development programs shall be provided to the GAD Focal Point System members to enhance skills on gender sensitivity training, gender analysis, gender responsive planning and budgeting, gender audit and other updates on GAD related laws, policies and instruments.
3. In line with this, the Schools Division of Aklan through the Division GAD Focal Point System will conduct a **Capability-Building on Harmonized Gender and Development Guidelines (HGDG) Tools for Division Office Program Handlers** on January 13, 2021, 8:00 o'clock in the morning using appropriate online platforms available.



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4. The training aims the participants to:
 - a. understand the basic concepts and principles on the use of HG DG Tools;
 - b. integrate programs and projects to a gender responsive/ sensitive activities; and
 - c. value the importance of a GADable PPAs to address equality and equity in the workplace.
5. The participants to this activity are the Division GAD Focal Point System, Division Program Handlers and Unit Heads.
6. This office upholds the principle of equal opportunity for all regardless of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, political affiliation, disability status or any other characteristic protected by law.
7. The participants of this activity shall strictly adhere to the health protocols (Refer to D.O No. 14, s. 2020 – Guidelines on the Required Health Standards in Basic Education Offices and Schools).
8. Immediate and wide dissemination of this Memorandum is desired.


MIGUEL MAC D. APOSIN EdD, CESO V
Schools Division Superintendent

Reference: As stated
Allotment: 1-(R.O. s. 1994)
To be indicated in the Perpetual Index
under the following subjects:

POLICY PROGRAM TRAINING WORKSHOP

RFD



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Republic of the Philippines
Department of Education
Region VI – Western Visayas
DIVISION OF AKLAN



Archbishop Gabriel M. Reyes Street, Kalibo, Aklan

October 4, 2019

DIVISION MEMORANDUM
No. 335, s. 2019

**RECONSTITUTION OF THE DEPED-AKLAN GENDER AND DEVELOPMENT
FOCAL POINT SYSTEM (GFPS)**

**To: Chief Education Supervisors
Education Program Supervisors
Division GAD Focal Point System
Public Schools District Supervisors
Unit Heads
Senior/Education Program Specialists
Heads of Public Elementary
Secondary and Integrated Schools
All others concerned**

1. Pursuant to the provisions of Republic Act (RA) 9710 otherwise known as Magna Carta of Women, specifically under Rule VI, Section 37 C of its Implementing Rules and Regulations (IRR), the DepEd- Division of Aklan reconstitutes the GAD Focal Point System (GFPS) through DepEd Order No. 27, s. 2013 and DepEd Order No. 32, s. 2017, respectively.
2. The reconstituted DepEd-Division of Aklan GFPS is composed of the following members:

GFPS Head or Chairperson	MIGUEL MAC D. APOSIN, EdD, CESO V Schools Division Superintendent
Technical Working Group Head	JOSE NIRO R. NILLASCA Education Program Supervisor Officer-In-Charge Office of the Assistant Schools Division Superintendent
Members	ROLAND F. DEMOCRITO Education Program Specialist II Human Resource and Development Section Division GAD/Child Protection Coordinator

"May katawhayan ag kalipayan sa among mga escuelahan."

Dr. DOBIE P. PAROHINOG
Chief Education Supervisor
Curriculum Implementation Division

MICHAEL T. RAPIZ
Chief Education Supervisor
School Governance and Operations Division

BELLA S. SUANTE
Administrative Officer V
Budget and Finance

PATROCENIA Y. MAMBURAM
Administrative Officer V
Administrative Services

MILGIE C. VILLAREAL Planning Officer III

Secretariat Head

LEILA L. PAMATI-AN
Senior Education Program Specialist
Human Resource and Development Section

Monitoring and Evaluation

JUNE R. PATRICIO
Education Program Specialist II
School Management Monitoring and Evaluation

3. Immediate and widest dissemination of this Memorandum is highly desired.


MIGUEL MAC D. APOSIN, EdD, CESO V
Schools Division Superintendent

Enclosure: None
Reference: As stated
Allotment: 1 – (R.O. 12 s. 1994)
To be indicated in the Perpetual Index
under the following subjects:

POLICY PUPILS RULES AND REGULATIONS SCHOOLS STUDENTS
RFD

“May katawhayan ag kalipayan sa among mga escuelaan.”

EXPANDED BOX 12. GAD Checklist for designing and evaluating education projects

Element and Item Question (col. 1)	Done/Response (col. 2)			Score for an item or element (col. 3)	Gender Issues identified (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
1.0 Participation of women and men in project identification (max score: 2; for each item, 0.67)					
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)					
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					

<p>4.0 Gender equality goals, outcoples, and output (max score: 2; for each item, 1)</p>					
<p>4.1 Do project objectives explicitly refer to women and men as students, parents, teachers, or administrators? (possible scores: 0, 0.5, 1.0)</p>					
<p>4.2 Do the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)</p>					
<p>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?</p>					
<p>6.0 Gender analysis of the designed project (max. Score: 2)</p>					
<p>6.1 Gender division of labor (max score: 0.67, for each question, 0.22)</p>					
<p>6.1.1 Does the project ensure that opportunities for trainings and scholarships that may be provided are equally accessbile 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)</p>					
<p>6.1.2 Is information about educational opportunities readily availble to females and males ? (possible scores: 0, 0.11, 0.22)</p>					
<p>6.1.3 Have all methods of education delivery been considered ? (possible scores: 0, 0.11, 0.22)</p>					
<p>6.2 Access and control of resources (max score: 0.67, for each question, 0.33)</p>					
<p>6.2.1 Does the project ensure that opportunities for training and scholarship that may be provided are equally accessible to women and men, girls and boy (rural/urban, ethnic groups) (possible scores: 0, 0.11, 0.22)</p>					

6.2.2 <i>Is information about education opportunities readily available to females and males? (rural/urban, ethnic groups) (possible scores: 0, 0.11, 0.22)</i>					
6.2.3 <i>Have all methods of the education delivery been considered? (possible scores: 0, 0.11, 0.22)</i>					
6.3 <i>Constraint (max score: 0.67, for each question, 0.33)</i>					
6.3.1 <i>Has the project addressed any time and distance constraint so that girls and boys could attend class? (possible scores: 0, 0.17, 0.33)</i>					
6.3.2 <i>Has the project considered the financial costs of participation that may restrict attendance of females and males? (possible scores: 0, 0.17, 0.33)</i>					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) <i>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:</i>					
<ul style="list-style-type: none"> - 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) <i>Does the proposed project monitoring framework or plan include the collection of sex disaggregated data?</i>					
9.0 Resources (max score: 2; for each question, 1)					

<p>9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)</p>						
<p>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)</p>						
<p>10.0 Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)</p>						
<p>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)</p>						
<p>10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible score 0, 0.33, 0.67)</p>						
<p>10.3 Will the project build on the initiatives or actions of other organizations in the are? (possible score 0, 0.33, 0.67)</p>						
<p>TOTAL GAD SCORE - PROJECT IDENTIFICATIN AND DESIGN STAGES</p>						