



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF NEGROS ORIENTAL

**Office of the Schools
Division Superintendent**

2 MAR 2023

DIVISION MEMORANDUM

No. 202, s. 2023

**UTILIZATION OF GENDER AND DEVELOPMENT (GAD) BUDGETS AND
PREPARATION OF GAD PLAN AND BUDGET AND
ACCOMPLISHMENT REPORT**

To: Assistant Schools Division Superintendents
Chiefs, CID and SGOD
Public School District Supervisors/District In-charge
School Heads, Elementary and Secondary
All Others Concerned

1. Per DepEd Order No. 63, s. 2012, re: Guidelines on the Preparation of Gender and Development (GAD) Plans, Utilization of GAD Budgets and Submission of Accomplishment Reports and with reference to Joint Circular No. 2012-01 schools (elementary and Secondary) are advised to prepare GAD Plan and Budget. GAD Focal Point System and GAD Coordinators are advised to include yearly GAD Plan and Budget in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).
2. "The GAD Plans incorporating programs, projects, and activities (PPAs) must be issue-based resulting from gender analysis and research ensuring that different concerns and issues of both women and men equally addressed in the GPBs. All GAD PPAs shall be subjected to detailed evaluation using the Harmonized GAD Guidelines and PCW's evaluation criteria for PPAs."
3. Attached is a sample filled **Harmonized GAD Guidelines Tool**, a checklist for designing and evaluating education projects and gender analysis tool. Simply remove the scores of the tool in evaluating for program, projects and activities in your respective schools. For more detailed guidelines, please download DepEd Order No. 63, s. 2012 and Joint Circular No. 2012-01.
4. For your information and guidance.


SENEN PRISCILLO P. PAULIN, CESO V
Schools Division Superintendent

3/20/23

SDS/ASDS/MKP/JMA/NLR/CAA
Date : March 20, 2023



Address: Kagawasan Avenue, Capitol Area, Daro, Dumaguete City
Telephone Nos.: (035)225-2838 / 225-2376 / 422-7644
Email Address: negros.oriental@deped.gov.ph

Harmonized GAD Guidelines Tool



Box. 12. GAD Checklist for designing and evaluating education projects

Dimension and Questions (col. 1)	Response (col. 2)			Score for the item/ele (col. 3)	Result or comment (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)					
1.1 Has the project consulted and involved women in the problem or issue that the intervention must solve in the development of the solution? (possible scores: 0, 0.33, 0.67)		0.33		0.33	
1.2 Have women's inputs been considered in the design of the project (possible scores: 0,0.33,0.67)			0.67	0.67	
1.3 Are both women and men seen as stakeholders, partners, or agents of change? (possible scores: 0,0.33,0.67)			0.67	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?			2	2.00	
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?			2	2.00	
Project design					
4.0 Gender equality goals, outcomes, and outputs (max score: 2; for each item, 1)					
4.1 Do project objectives explicitly refer to women and men as students, parents, teachers, or administrators? (possible scores: 0, 0.5, 1.0)			1	1.00	
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)			1	1.00	
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?			2	0.00	

Dimension and Questions (col. 1)	Response (col. 2)			Score for the item/element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly Yes (2b)	Yes (2c)		
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?			2	2.00	
9.0 Resources (max score: 2; for each item, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)			1	1.00	
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)		0.5	0	0.50	
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)					
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)		0.33	0	0.33	
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)		0.33	0	0.33	
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)			0.67	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.)				16.04	

Interpretation of the GAD Score

- 0-3.9 GAD is invisible in the project (proposal is returned)
- 4.0 - 7.9 Proposed project has promising GAD prospects (proposal earns a "conditional pass" pending identification of gender issues and strategies 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 passes the GAD Test)
- 15.0 - 20.0 Proposed project is gender-responsive (proponent is commended)

Table 1

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 : GAD is invisible : 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