# Davao de Oro State College Gender and Development (GAD) Agenda (2022-2027)

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# Foreword

Gender mainstreaming has been embraced globally as a strategy for achieving gender equality. As one of the public higher education institutions, it is a high priority to integrate gender perspectives into the planning, processing, and monitoring policies, activities, and programs in the pillars of Instruction, Research, Extension, and Production Services. Bounded by good governance, Davao de Oro State College ensures to facilitate effective and excellent academic and administrative services – driven by its aim to promote gender equality and development.

As the College President of Davao de Oro State College, I have always pushed for promoting gender mainstreaming as a mechanism that guides the institution in all its GAD undertakings. The formulation of this Gender and Development (GAD) Agenda for 2022-2027 demonstrates a positive and comprehensive blueprint for realizing gender equality. With this, I greatly extend my warmest congratulations, gratitude, and appreciation to the DDOSC GAD Committee for skillfully producing this all-inclusive agenda.

Through this Gender and Development Agenda, I am confident that Davao de Oro State College will manifest and produce effective and efficient GAD initiatives and opportunities while serving its clients and stakeholders. With sincere hope and responsive utilization of this all-inclusive agenda, DDOSC will be a distinct institution in the golden province of Region XI for continuing its promotion in bridging the gaps of gender stereotypes and building golden opportunities for individuals of Davao de Oro State College.

# Message

# Message

# Message

# Preface

This document translates a five-year Gender and Development Agenda for the Davao de Oro State College. It is a logical framework that covers key priorities of the College in gender mainstreaming as a strategic component in upholding gender equality. This serves as a guide for the College in all its undertaking in the pillars of Instruction, Research, Extension, and Production Services that details the planning, implementation, monitoring, and evaluation of GAD-related initiatives.

With this Gender and Development Agenda in hand, the College can ensure that all of the mission and objectives are followed and attained, the values as fundamental precepts are recognized and promoted, and the vision remains the centerpiece of all its responsibilities.

Through this agenda, Davao de Oro State College will be threading through a road map of gender-based priority activities while building and setting achievements as a gender-responsive institution.

# Acknowledgment

The Davao de Oro State College Gender and Development Section convened to discuss the transition of gender-based key priorities in the institution.

This Gender and Development Agenda focuses on the comprehensive plan and mechanism of Davao de Oro State College in upholding a gender-sensitive and gender-responsive higher education institution. The institutional agenda of Davao de Oro State College translates all its systems and mechanisms in consonance with the nation's GAD agenda, which is to effect institutional change by promoting and providing equal rights, opportunities, and shared responsibilities among men and women in the workplace.

This is formulated through intensive deliberations, concerted effort, and collaboration with the committee, stakeholders, and partner agencies to establish an overall framework of gender mainstreaming and set the seal on becoming a gender-responsive academic community.

With this, we are extremely grateful to the individuals who contributed to the fulfillment of this agenda, especially to the DDOSC Gender and Development Committee, who devoted their full effort, time, and profound skills to materialize this comprehensive agenda.

We exert our deepest gratitude to everyone for realizing the purpose of this shared effort and commitment. Thank you so much, and God Bless everyone.

# DDOSC GAD STORY

The Philippines, being a State Party to the United Nations (UN) Conventions on the Elimination of all Forms of Discrimination Against Women (CEDAW), which was signed on July 15, 1980, and ratified on August 5, 1981, is obligated to pursue and implement programs, projects and activities that will contribute to the achievement of women's empowerment and gender equality.

Known as the International Bill of Rights of Women, the CEDAW was adopted by the UN General Assembly in 1979 and entered into force as an international treaty on September 3, 1981. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The CEDAW defines discrimination against women as "any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field." (CEDAW, Part 1, Article 1)

The CEDAW is complemented by the Beijing Platform for Action (BPFA), the resulting document of the Fourth UN World Conference on Women held in Beijing in September 1995. The BPFA is an "agenda for women's empowerment aimed at removing all the obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making at home, in the workplace and the wider national and international communities. Equality is a matter of human rights and a condition for social justice." (Beijing Declaration and Platform for Action, Mission Statement, passim)

The country's compliance with the CEDAW and BPFA, which it adopted in 1995, holds much significance in the drive towards gender awareness and sensitivity, especially in institutionalizing gender policies, standards, and guidelines as a way of life for the Philippines.

This principle of equality between men and women is enshrined in the Philippine Constitution, to wit: The State recognizes the role of women in nation-building and shall ensure the fundamental equality before the law of women and men. (1987 Philippine Constitution, Article II, Section 14). The Women in Development and Nation Building Act or Republic Act No. 7192, enacted in 1992, reiterates this principle of gender equality and directs all government departments and agencies to "review and revise all their regulations to remove gender bias therein." (Section 2)

The Magna Carta of Women (MCW) or Republic Act No. 9710, enacted in September 2009, is the local translation of the provisions of the CEDAW, particularly in defining gender discrimination, state obligations, substantive equality, and temporary special measures. It adheres to the spirit of the CEDAW and BPFA. It comprises the major statutory guidelines that all Responsible Agencies are expected to pursue and implement, guided principally by the Philippine Commission on Women (PCW). The MCW Implementing Rules and Regulations (IRR), which were approved in March 2010, identifies the Commission on Higher Education (CHED) as the agency mandated to (1) develop and promote gender-sensitive curriculum; (2) develop gender-fair instructional materials; (3) ensure that educational institutions implement a capacity building program on gender, peace, and human rights education for their officials, faculty and non-teaching staff and personnel; (4) promote partnerships between and among players of the education sector; (5) encourage advertising industry and other similar institutions to provide free use of space and installation of displays for schools, colleges and universities for campaigns to end discrimination and violence against women; and (6) guarantee that educational institutions provide scholarship programs for marginalized women and girls set the minimum standards for programs and institutions of higher learning. (MCW IRR, Rule IV, Section 16)

Pursuant to its mandate as a Responsible Agency to implement the MCW, CHED shall direct the institutionalization of the required policies, standards to build its internal capacities and those of its external clientele and stakeholders in mainstreaming Gender and Development (GAD) within CHED and in the various functions of higher education, in accordance with the function of the State to “exercise reasonable supervision and regulation of all educational institutions.” (1987 Philippine Constitution, Article XIV, Section 4)

Thus, CHED issued Memorandum No. 1 series of 2015, directing all Higher Education Institutions (HEIs) – both public and private, including the Davao de Oro State College (DDOSC), to institutionalize the mandates of Gender and Development. This College should introduce and institutionalize gender equality and gender responsiveness and sensitivity in the various aspects of the institution. This includes enabling mechanisms that the College shall establish, such as the GAD Focal Point System or GFPS, and the integration of the principles of gender equality in the trilogical functions of higher education: (1) curriculum development, (2) gender-responsive research programs, and (3) gender-responsive extension programs.

# Executive Summary

Davao de Oro State College (DDOSC) is geared towards becoming a gender-sensitive and gender-responsive community. The DDOSC GAD Agenda 2022-2027 is the college's first GAD Strategic Development Plan and was developed and approved as a "roadmap" for translating the policy into concrete actions. It included departmental commitments and actions to increase awareness in addressing gender concerns.

The DDOSC GAD Agenda 2022-2027 takes a task-oriented approach that considers DDOSC's special role in a rapidly changing world, and its move towards greater responsibility as a prime mover for gender and development in the community. It proposes a renewed commitment to gender mainstreaming and identifies a balanced set of activities through which DDOSC operations will continue to lead to tangible gender equality and women's empowerment results.

This is considered the most comprehensive Strategic Development Plan for DDOSC as this is the first GAD Agenda of DDOSC. Known as the "cradle of golden opportunities," this DDOSC GAD Agenda will set out the aspiration of the College to become a gender-responsive and gender-sensitive community. This allows the College to inspire the whole community to take action and make change. It is time to mainstreaming gender and development in all programs of the College and provide gender-responsive and innovative policies and programs towards women empowerment and gender equality.

# List of Tables and Figures

Figure 1 – Overall Framework

# PART I

# PLANNING ENVIRONMENT

# Introduction

The Davao de Oro State College (DDOSC), formerly known as Compostela Valley State College was established in 2013 through Republic Act No. 10598 and was renamed through Republic Act No. 11575. The college has four campuses, namely: Compostela Main Campus with an extension class in the municipality of Laak, Maragusan Branch, Montevista Branch, and New Bataan Branch, all situated in the province of Davao de Oro.

CHED issued Memorandum No. 1 series of 2015, directing all Higher Education Institutions (HEIs) – both public and private, including the Davao de Oro State College (DDOSC) to institutionalize the mandates of Gender and Development. This College should introduce and institutionalize gender equality and gender responsiveness and sensitivity in the various aspects of the institution. Hence, in its pursuit of excellence, this College provides a roadmap that includes enabling mechanisms that the College shall establish – integration of the principles of gender equality in the trilogical functions of higher education: (1) curriculum development, (2) gender-responsive research programs, and (3) gender-responsive extension programs.

## Planning Process

In order to come up with a strategic framework for gender and development, the College ensured comprehensive participation of the stakeholders for them to be able to provide their insights, comments, and suggestions for the betterment of the framework.

The conduct of training in the use of the Gender Mainstreaming Evaluation Framework (GMEF) was the first part of the major steps undertaken by the College. This was participated by the members of the GAD Focal Point System (GFPS).

The GAD Focal Point System evaluated the four entry points for gender and development, namely policy, people, enabling mechanism, and PAPs. The GFPS was able to identify the gender issues that needed to be addressed for the College to be aligned to mandates of gender and development.

Meanwhile, as the members of the GFPS have identified the gender issues in the College, they were able to provide strategies to address these issues specifically explained in detail in the succeeding parts of this strategic plan.

## Competitive Advantage

In its pursuit of being a gender-responsive and gender-sensitive community, Davao de Oro State College was recognized as the 2nd Best Practice in GAD Research and Instruction in the state universities and colleges of Region XI in the 2021 GADtimapala 2021 for gender mainstreaming.

This recognition is a testament that DDOSC is a community that is sensitive and responsive to gender issues and development.

The pool of young faculty and staff has the potential to become valuable assets of the institution while government support, particularly on infrastructure, has been provided.

Also, the college established the GAD Focal Point System (GFPS), which is responsible for mainstreaming gender in all its policies, activities, projects, and plans.

In addition, the organizational structure of the college laid down the delineation of duties and responsibilities coupled with participatory management, which brings about efficient and effective college operations.

## Major Challenges and Priorities

*GAD Mainstreaming*

For Davao de Oro State College (DDOSC), support of the Administration for the GAD program of the College is evident through policy issuances but not evident to bring about changes in the College and its faculty, staff, and students making it gender-responsive. These challenges hinder the monitoring and evaluation activities to mainstream gender even if few opportunities facilitate the activities. Monitoring and evaluation that will strategically address the implementation of mainstreaming needs to be strengthened to take into account

these differences when designing, implementing, and evaluating policies, programs, and projects, so that they benefit both women and men, either faculty, staff, students or external partners and do not increase inequality but enhance gender equality.

*Partnership and Linkages*

The establishment of strong partnerships and linkages in mainstreaming gender with local, national, and international institutions was factored in by the limited resources. Hence, the implementation of desired PAPs was also limited.

*GAD Compliant Facilities*

One of the major challenges of the institution is the inadequacy of physical facilities that are gender-responsive and gender-sensitive. The college lacks suitable physical facilities to meet the needs of both women and men stakeholders. This could impact how the college mainstreams gender in the sense that it lacks physical facilities to enable students, faculty, and staff to reach their full potential. The main factor for this shortage or inadequacy is the limited funds of the institution since a large amount of the budget has been allocated to salaries and wages of the contract of service faculty and job order employees.

*Capacity Building*

The lack of pool of trainers in gender and development is one of the major challenges for Davao de Oro State College. It lacks experts to address gender issues and provide solutions to these issues through programs and policies. Moreover, trainings and seminars for faculty, staff, and students related to gender and development are also limited because of the limited funds and resources of the college.

## Current Development Trends/Global Trends

*Sec 14 Article II of the 1987 Constitution,* The State shall:

(1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;

(2) Establish and maintain a system of free public education at the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age;

(3) Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged;

(4) Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs, particularly those that respond to community needs; and

(5) Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.

*RA 7192 the Women and Development in Nation Building*

An Act Promoting the Integration of Women as Full and Equal Partners of Men in Development and Nation Building and for Other Purposes.

The State recognizes the role of women in nation-building and shall ensure the fundamental equality before the law of women and men. The State shall provide women rights and opportunities equal to that of men.

*EO 273, Phil Plan for Gender Responsive Devt.*

All government agencies, departments, bureaus, offices, and instrumentalities, including government-owned and controlled corporations, at the national, sub-national, and local levels, are directed to institutionalize Gender and Development (GAD) efforts in government by incorporating GAD concerns, as spelled out in the Plan; in their planning, programming and budgeting processes, but specifically to:

*CEDAW*

Known as the International Bill of Rights of Women, the CEDAW was adopted by the UN General Assembly in 1979 and entered into force as an international treaty on September 3, 1981. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

*Sec 36 of RA 9710 Magna CArta of Women*

Refers to the Philippines' comprehensive women's human rights law that seeks to eliminate discrimination against women by recognizing, protecting, fulfilling, and promoting women's rights, especially those in the marginalized sector. The law, which is a consolidation of Senate Bill No. 2396 and House Bill No. 4273, was passed by the Senate and the House of Representatives on May 19, 2009, and May 20, 2009. It was signed into law by President Gloria Macapagal-Arroyo on August 14, 2009. (PCW and Civil Service Commission)

# PART II

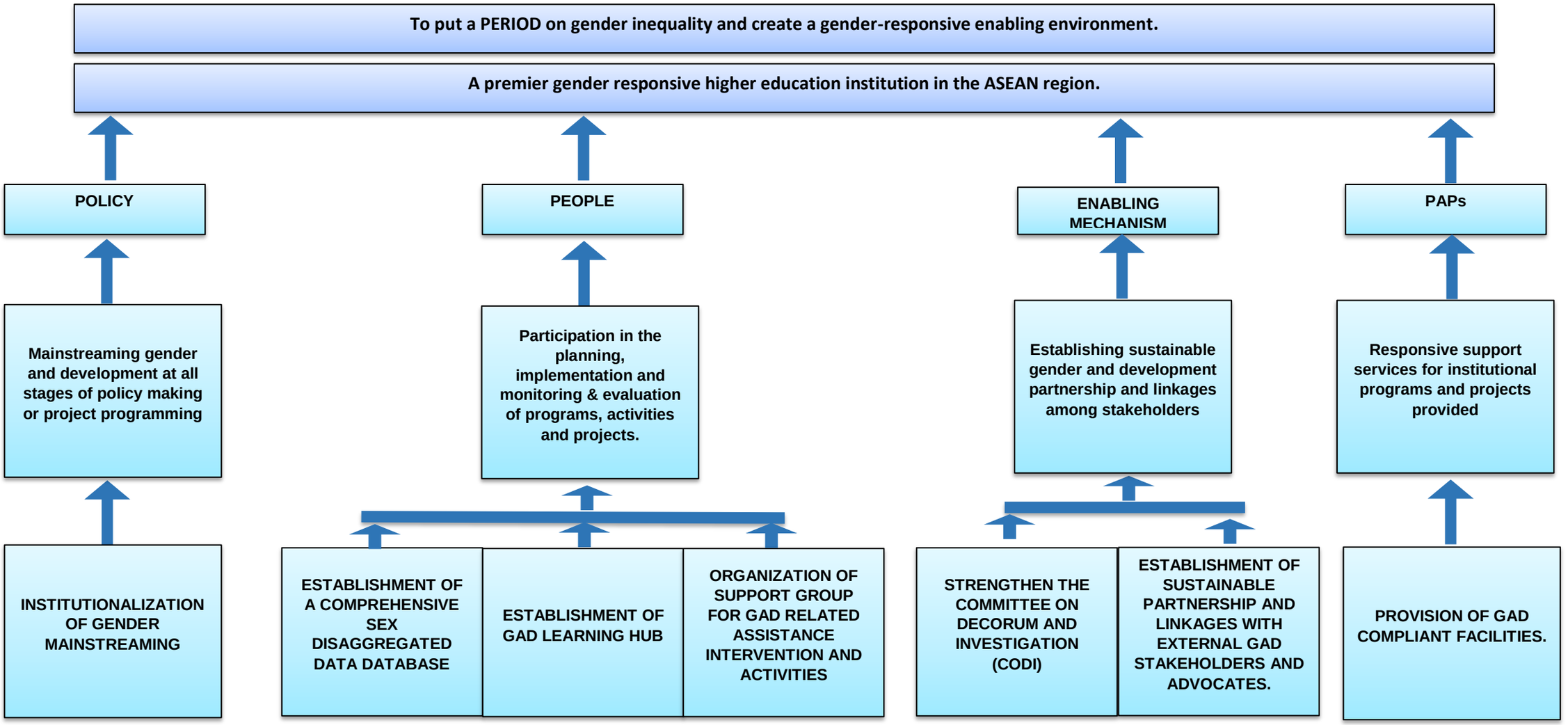
# GAD STRATEGIC DEVELOPMENT FRAMEWORK

# INTRODUCTION

The DDOSC GAD Strategic Framework is the institution's framework and plan for gender mainstreaming. The timeframe of the GAD Strategic Framework is six years to provide agencies with direction in setting and monitoring their GAD initiatives to achieve the twin goals of gender equality and women's empowerment (GEWE). It will also serve as the basis for the annual formulation of programs, activities, and projects (PAPs) to be included in the GAD Plans and Budgets (GPBs) of agencies.

The development of the GAD Strategic Framework shall be guided by the desired GEWE outcomes relevant to the agency's mandates as embodied in the Magna Carta of Women (MCW) and other gender-related laws; the Philippine Plan for Gender-Responsive Development (PPGD) 1995-2025; and the term plans on GEWE, as well as GAD-related commitments like the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW), the Beijing Platform for Action (BPfA), and the Sustainable Development Goals (SDGs). It shall also be anchored on the priorities and thrusts of the government as expressed in the Philippine Development Plan, Cabinet Cluster Roadmaps, and various sectoral plans.

# OVERALL FRAMEWORK



## Vision Statement

*A premier gender-responsive higher education institution in the ASEAN region.*

## Mission Statement

*In its endeavor to put a PERIOD on gender inequality and create a gender-responsive enabling environment, DDOSC shall commit to:*

***P**-rovide gender-responsive institutional policies, systems and processes, programs, services, and facilities;*

***E**-mpower GAD Champions and Advocates;*

***R**-espond to gender-related issues and concerns;*

***I**-nstill the importance of sex-disaggregatedd data as the foundation for gender equality mainstreaming;*

***O**-rganize and empower all men and women and other marginalized sectors such as Indigenous People, Persons with Disability, and Senior Citizens; and*

***D**-evelop and produce GAD Knowledge Products (KPs).*

## Goals

1. Institutionalization of Gender and Development Mainstreaming
2. Establishment of a Comprehensive Sex Disaggregated Data Database
3. Establishment of GAD Learning Hub
4. Organization of support group for GAD related assistance intervention and activities
5. Strengthen the Committee on Decorum and Investigation (CODI).
6. Establishment of sustainable partnerships and linkages with external GAD stakeholders and advocates.
7. Provision of GAD compliant facilities.

# PART III - POLICY

# GOAL 1 - To institutionalize Gender and Development Mainstreaming

# GOAL 1 - To institutionalize Gender and Development Mainstreaming

## INTRODUCTION

This section reflects the challenging role of the College in promoting gender equality, women empowerment, and human rights protection. As a trailblazer of social transformation and its commitment to achieving a gender-sensitive academic community, the Davao de Oro State College has a vital role in addressing gender disparity.

Section 37, Rule VI of Republic Act 9710's Implementing Rules and Regulations mandates government agencies to adopt gender mainstreaming as a strategy to achieve gender equality. This was institutionalized in DDOSC through Administrative Order No. 068, s 2020, which instructs all units of the College to integrate the gender perspective in DDOSC policies, programs, projects, and activities.

## ASSESSMENT AND CHALLENGES

Gender Mainstreaming in the College does not only deal with women but how policies will be assessed and make a valuable impact on both women and men. It deals with every individual's rights and needs as a member of the academic community. For Davao de Oro State College (DDOSC), support of the Administration for the GAD program of the College is evident through policy issuances but not evident to bring about changes in the College and its faculty, staff, and students, making it gender-responsive. In compliance with national laws, the institutional mechanism was established, and focal persons have been designated, but evidences are inadequate to support the implementation process of integrating a gender equality perspective at all stages and levels of policies, programs, and projects of the College. More specifically, the following issues and challenges are cited:

*Absence of GAD Responsive PAPs (Policies, plans and programs, and mandates that do not respond to gender concerns)*

There is a need to integrate a gender dimension in its programs, systems, or structure, and a need to integrate gender perspectives to respond to gender issues and/or implement specific GAD mandates. These challenges would hinder the monitoring and evaluation activities to mainstream gender even if there were few opportunities that facilitate the activities. Monitoring and evaluation that will strategically address the implementation of mainstreaming needs to be strengthened to take into account these

differences when designing, implementing, and evaluating policies, programs, and projects, so that they benefit both women and men, either faculty, staff, students or external partners and do not increase inequality but enhance gender equality.

*Absence of a gender database to help policy and program implementation*

Gender-differentiated data and information are supposedly available as reference data among top management officials of the College to be able to assess the existing situation and develop appropriate, evidence-based responses and policies. Such data shall be collected, entered into the database, and analyzed within the policy-making process.

*Inadequate support and participation in GAD-related activities*

There is low participation or inadequate support of women or men employees in human resource development undertakings, decision-making structures and processes, and other GAD-related activities within the College. In spite of the College's position in gender equality, there is still a need to propagate such advocacy among its stakeholders.

# STRATEGIES

Gender equality issues need to be mainstreamed at all stages of policy-making or project programming, but it is especially important to take it into account at the planning stage, when the problems, concerns and needs of the beneficiaries are identified and the ways to address them are defined. In the conduct of various activities of the College such as but not limited to:

*GAD Audit*

To be able to impute the cost of gender mainstreaming in the flagship or regular program of the College, this may assess the program or project using the Harmonized GAD Guidelines. The program or project should be assessed at two levels: 1) the design of the project or program, using the original/revised design documents; and 2) at the project/program implementation, management, and monitoring and College uses the generic checklist (Box 7a) or a relevant sector-specific checklist. For the PIMME, use Boxes 16 and 17 found in the "GAD Checklists for Project. As a starting point for gender mainstreaming, GAD Audit identifies the differences between and among women and men in terms of their relative positions and designations in the College and the distribution of resources, opportunities, tasks and functions in a given context. In this way, it allows for the development of interventions that address gender inequalities and meet the different needs of women and men within the academic community.

*Review and Integration of GAD perspective in all manuals, IECs, plans, programs, projects, activity designs and policies*

The DDOSC shall ensure that all manuals, IECs, plans, activity designs, project and program designs of the College have complied with the GAD Checklists under the Harmonized GAD Guidelines. The project/activity proponents shall look into and comply with the following areas: a) participation of men and women in the identification of the development problem; b) collection and use of sex-disaggregated data in the analysis and development intervention; and c) conduct of gender analysis to identify the gender issues that the proposed project/activity/program must address.

All College manuals, plans, and policies shall ascertain the inclusion of gender responsive indicators and guidelines review and revise provisions to remove gender biases. This is to ensure that polices, IECs and manuals of the College adhere to the principle that development is for all and ensure the equal distribution of opportunities, resources, and benefits among faculty, personnel, staff, and students. It aims for gender justice and works toward the realization of the College free of gender bias and discrimination, gender oppression, and gender violence such as sexual harassment.

*Gender impact assessment*

Gender analysis and gender impact assessments are crucial tools for gender mainstreaming. These tools support the practical implementation of gender mainstreaming. This is the analysis or assessment of a policy or program of the College that makes it possible to identify, in a preventative way, the likelihood of a given decision having negative consequences for the state of equality between women and men to improve the design and the planning of the policy under consideration, in order to prevent a negative impact on gender equality. This is to strengthen gender equality through better designed, transformative programs and College policies to make sure that any discriminatory effects are either removed or mitigated.

*Policies to mainstream GAD to all PAPs*

This involves the actual implementation of the mandate of the College. PAPs of the College and its delivery units shall be reviewed, and issuance of policies, application of gender analysis tools, and conduct of GAD advocacy and regular updating of GAD mechanisms such as the GAD database shall be adhered to recognizing that policies, programs, and projects can have different effects on women and men.

*Utilization of GAD analysis tools in the development of PAPs*

Planning and development of PAPs of the College shall be guided by the desired outcomes and goals embodied in the MCW, other relevant laws, the

PPGD, the Women's Empowerment and Development toward Gender Equality Plan, 2012-2016 (WEDGE Plan), succeeding term plans for GAD as well as the UN CEDAW and other relevant international commitments.

Mainstreaming gender perspectives in the College's PAPs to attain the desired outcomes for GAD shall be a priority in GAD planning and budgeting. Using the 5% GAD budget for gender mainstreaming allows the College to influence the entire DDOSC program, plan, and budget. To aid gender mainstreaming, DDOSC shall perform gender analysis using existing tools, such as the Harmonized Gender and Development Guidelines (HGDG), to ensure that the different concerns of women and men are addressed equally and equitably in their PAPs. Activities to address these differential concerns through capacity development on GAD or GAD-focused activities shall be included in the College's GPBs.

*Participation of both women and men in the planning, conduct, monitoring and evaluation of PAPs.*

Seeking and articulating the viewpoints of women and men and making their contribution a critical part of developing policies, programs and projects are equally important to ensure proper gender mainstreaming, such as political will, commitment to and awareness of gender equality issues, knowledge, resources (including expertise) and availability of information.

# PROGRAMS, ACTIVITIES, AND PROJECTS

*Conduct GAD Audit*

1.1.1 Review the College readiness for the gender audit
1.1.2 Creation of a gender audit team and the audit strategy
1.1.3 Carrying out the audit plan
1.1.4 Drafting of gender equality plan
1.1.5 Final audit written report

*Conduct of GAD Review in all manuals, IECs, plans and policies*

1.1.6 Constitution of a review committee
1.1.7 Carrying out the review process
1.1.8 Endorsement of the GAD certification

*Conduct of Participatory Gender Audit for SUCs*

1.1.1 Survey of personnel
1.1.2 Desk review of documents
1.1.3 Interview with GAD Focal Point system members
1.1.4 Exercises within a 2-day workshop

*Conduct of Gender Impact assessment*

1.1.9 Constitution of a committee to undertake gender equality relevance
1.1.10 Survey, present and analyze gender patterns
1.1.11 Make recommendations

1.1.12 Endorsement with GAD Certification of the result of the assessment.

*Formulation of policies to mainstream GAD to all PAPs*

1.1.13 Craft policies

1.1.14 Route the policies in the form of administrative and memorandum orders.

*Dissemination of GAD analysis tools in the development of PAPs*

1.1.15 Craft advisories or memorandum orders for the utilization of the GAD analysis tools in the development of PAPs

1.1.16 Conduct monitoring to track its utilization in all units of the College.

1.1.17 Endorse the result to the delivery unit head for proper channeling to the Office of the College President.

*Reconstitution of the memberships in all Councils of the College*

1.1.18 Issuance of Special Order or Memorandum Order

# PART IV – PEOPLE

## GOAL 2 – To establish a Comprehensive Sex Disaggregated Data Database

## GOAL 3 – To establish a GAD Learning Hub

## GOAL 4 – To organize a support group for GAD related assistance intervention and activities

# GOAL 2 – To establish a Comprehensive Sex Disaggregated Data Database

## Introduction

Sex Disaggregated Data and information must be available for policymakers to be able to assess the situation and develop appropriate, evidence-based responses and policies. Such data must be collected and analyzed within the policy-making process, ideally covering several years to track changes and take corrective action.

Government Organizations, including SUCs, can be precious allies in gathering information about government policies' potential or actual impact, and they should be consulted regularly. Surveys, interviews, reviews, opinion polls, and benchmarking are also effective methods for obtaining and analyzing data on diversity policies and desk reviews, household interviews, and focus group discussions. Finally, building public servants' awareness and expertise through information campaigns and training is also important.

## Assessment and Challenges

*Absence of Sex Disaggregated Data*

Sex-disaggregated Data are collections of data used to analyze two separate entities – males and females – involving the differences in the situation due to gender roles and responsibilities. In the context of Davao de Oro State College, the sex-disaggregated data database shall be established to create a system of information of sexes (male and female) of the students, the college's workforce, and ultimately its stakeholders. The data and information collected must be available to assess the situation and develop appropriate, evidence-based responses and policies being enforced and imposed in the institution.

## Strategies

*Surveys*

The College shall conduct surveys to acquire responses from both sexes of the students, faculty, staff, and clients. The survey questionnaire shall be established before conducting the survey to have consistent and reliable data. Through this, it will gauge the representational roles and responsibilities of the persons involved, as well as their individual views and experiences.

*Interviews*

This is an important tool for the College to build since it allows for exchanging information and background data about the interviewees' roles and responsibilities in their workplaces and stations as female and/or male.

Desk reviews, home interviews, focus group talks, surveys, interviews, reviews, opinion polls, and benchmarking are all excellent methods for acquiring and analyzing data on diversity policy. Finally, public personnel's understanding and skills must be improved through information campaigns and training.

## Programs, Activities and Projects

Crucial to the success of gender mainstreaming are the programs, activities, and projects conducted or implemented in the institution by all the GAD coordinators, GFPS members, focal persons, and GAD experts. The institution must ensure that its internal and external clients participate in the GAD programs, activities, and projects. Since GAD is a participatory process, everyone must play a part in each of the institution's programs, activities, and projects.

Benchmarking – In the juvenile stage of an organization, it is best to have a benchmarking activity where the GAD coordinators/focal person extends their reach in the GAD-established institutions or organizations. Through benchmarking with other institutions, continuous improvements will be displayed, and this practice will provide a better understanding of the key areas of implementation, monitoring, and evaluation.

# GOAL 3 – To establish GAD Learning Hub

## Introduction

The Magna Carta of Women (MCW) mandates government agencies, including SUCs, to adopt gender mainstreaming as a strategy to promote women's human rights and eliminate gender discrimination in the systems, structures, policies, programs, processes, and procedures.

Thus, one of the agenda of the Davao de Oro State College in terms of Gender and Development is the establishment of a GAD Learning Hub. This aims to institutionalize the sharing and replication of experiences and showcase GAD-related innovations to enable the College to initiate and strengthen its gender mainstreaming efforts.

## Assessment and Challenges

The establishment of the Gender and Development Learning Hub aims to institutionalize the replication and sharing of institutional experiences and showcase the GAD-related innovations to enable the College to initiate and strengthen its gender mainstreaming efforts. The aim and goal of the College is to offer unique programs from a wide array of services and interventions that would support GAD capacity building and advocacy and establish a GAD-related database and institutional mechanisms.

To realize the establishment of a Learning Hub, there is a need to capacitate the faculty, staff, and students to learn about the mainstreaming efforts of the College. The school must develop and design gender-sensitive materials in the learning and working environment. The personnel and clientele of the institution must also be oriented to the Magna Carta for Women, Anti-Sexual Harassment, Anti-Violence Against Women and Children Law, Safe Spaces Act, and other related laws and issuance.

Moreover, the institution must have GAD experts and trainers who can provide knowledge and guidance on the materials and resources that should be included in the Gender and Development Learning Hub. Furthermore, a Knowledge Management System must be developed for easier access to relevant and related documents related to Gender and Development.

# Strategies

Specific strategies must be employed to prepare for establishing the Gender and Development Learning Hub. One of which is the capacitation of the GAD Focal, Coordinators, and Heads of Offices and orientation of the mainstreaming efforts of the institution. Further, the faculty, staff, and students, including stakeholders, must be aware of gender-sensitive resources and materials that would help them understand the ideal gender-fair world. Further, research must be conducted to measure the stakeholders' awareness and effectiveness of the implementation.

In the Learning Hub, IEC Materials must be provided to the visiting patrons to proliferate the institution's message. Further, various media and platforms must be used to disseminate information on the importance of the hub and GAD-related advocacies.

In addition, a Knowledge Management System must be developed to have good management of the materials and resources of the institution.

# Programs, Activities and Projects

- Attendance to trainings and seminars on GAD, SDD, gender statistics, and gender mainstreaming
- Attendance to trainings and seminars on the formulation of GAD plan and budget
- Monitoring and evaluation of the implementation of GAD plan and budget
- Attendance to trainings and seminars on the conduct of GAD analysis and the use of GAD analysis tools
- Conduct training needs analysis for GFPS members.
- Conduct gender-sensitive training
- Conduct training and awareness seminars for Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act
- Establishment of GAD corner
- Integration of the GAD section in the website of the four campuses of the College
- Reproduction of IEC/manual for GAD
- Conduct of survey and consultation
- Attendance to trainings and seminars for GAD expert
- Establishment of GAD knowledge management system
- Attendance to trainings and seminars for GAD training

# GOAL 4 – To organize a support group for GAD related assistance and activities

## Introduction

Many government institutions already have their GAD Focal/Officers responsible for preventing discrimination among the employees of an organization and promoting equal opportunities for the organization's workforce.

However, the tasks of this role are not the same as those of a gender mainstreaming support group, meaning that a different organizational form and authority are required for GAD-related assistance and intervention. The gender mainstreaming support group's role is to facilitate organizational change with respect to an organization's functionality and outcome.

## Assessment and Challenges

One of the problems in delivering GAD services is the lack of support groups for GAD-related assistance. The implementation of the programs is difficult if these groups are not established. These groups will become a core of the college for GAD projects if they are strengthened after its establishment.

The lack of trainings for these support groups is also an issue that needs to be addressed. It can have a negative impact on the implementation as well as the improvement of their respective groups.

The empowerment and development of GAD projects would start with these support groups to fully materialize the plans and programs of the college.

## Strategies

Gender and development need support groups to implement its programs and activities. Despite the will of the college to provide outstanding projects, this will be affected when there is no established group to implement this. This issue needs to be addressed to smoothly implement the GAD programs. These are the strategies for the organization of a GAD support group, to wit:

*Conduct of trainings and seminars for the existing groups*

The lack of trainings and seminars in the GAD support members can negatively affect the outcome of the projects. The trainings and seminars for GAD support group members would help the members develop some skills that will be needed to fulfill the goal of the college for GAD.

*Establish GAD support groups/organizations for solo parents and senior citizens*

Being a solo parent is one of the most difficult situations that can happen to anyone. Most of these people struggled to balance their time and family. They need a support group that can lessen their burden through the projects of the college.

Being a senior citizen is also a struggle, especially if they are studying. These people have weakened bodies. Some of them are alone because their children are already grown-ups and have their own families. These people need a support group that can help them carry on the challenges they have in school and their personal lives.

Establishing a GAD support group/organization for solo parents and senior citizens is pivotal in assisting those in this kind of situation and also to implement the plans, activities, and policies of the college on this matter.

*Establish/strengthen the existing support groups/organizations for LGBTQ, IP and PWD*

There are already existing GAD support groups in the past, but the problem is the active involvement of these groups. Each group member must be followed-up first if they are still active. If not, they must be strengthened and empowered by rebuilding their organizations and members. If the existing group is not active anymore, the group must establish a new support group that would continue its plans.

*Benchmarking of the newly-created organizations*

The strengthening of the GAD support groups must not end with creating the group and adding members. They must be exposed to some schools or organizations that are successful in implementing their GAD programs so that they can plan the steps to take in order to improve their organization.

# Programs, Projects, and Activities

*1.1 Conduct trainings and seminars for the existing support groups*

1.1.1. Craft activity designs for relevant trainings and seminars for the existing support groups

1.1.2. Organize committees to ensure the successful conduct of the trainings and seminars

1.1.3. Evaluation of the trainings and seminars

*1.2 Establish GAD support groups/organizations for Solo Parents and Senior Citizens*

1.2.1. Designate coordinators for the organization of Solo Parents and Senior Citizens

1.2.2. Facilitate the creation of the organization of Solo Parents and Senior Citizens

1.2.3. Assist the organization in the processes to be duly recognized by the college

1.2.4. Monitor the progress in the creation of the organizations

*1.3 Establish/Strengthen the existing support groups/organizations for IP and PWD*

1.3.1. Ensure the establishment of support groups/organizations for IP and PWD

1.3.2. Designate coordinators for the organization of IP and PWD

1.3.3. Facilitate the creation of the organization of IP and PWD

1.3.4. Assist the organization in the processes to be duly recognized by the college

1.3.5. Monitor the progress in the creation of the organizations

*1.4 Benchmarking of the newly-created organizations*

1.4.1. Propose benchmarking activities for the newly-created organizations

1.4.2. Ensure to establish linkages with duly-recognized organizations from colleges or universities

1.4.3. Submit action plan and proposals based on the benchmarking activities

1.4.4. Monitor the progress of the newly-created organizations

# PART V – ENABLING MECHANISM

## GOAL 5 – To strengthen the Committee on Decorum and Investigation (CODI)

## GOAL 6 – To establish sustainable partnership and linkages with external GAD stakeholders and advocates

# GOAL 5 - Strengthen the Committee on Decorum and Investigation (CODI)

## Introduction

Pursuant to the provision of Section 4 of Republic Act No. 7877 entitled “Anti-Sexual Harassment Act of 1995”, which mandates to create of a committee on decorum and investigation to prevent or deter sexual harassment and to provide the procedures for the resolution, settlement, or prosecution of acts of sexual harassment, the Davao De Oro State College (DDOSC) constituted the Committee on Decorum and Investigation (CODI) through the issuance of Administrative Order 006, series of 2019. It was reconstituted through Administrative Order 062, dated November 5, 2020.

By virtue of the passage of the Republic Act 11313, also known as the Safe Spaces Act, which stipulations encompass gender-based sexual harassment in the workplace, the reconstitution of the Committee on Decorum and Investigation is deemed necessary. Thus, this section strengthens the Committee on Decorum and Investigation (CODI) by capacitating the committee through training and seminars. This ensures a gender-responsive and sensitive approach to an issue that may arise by constantly observing the due process in dealing with gender-related cases that might occur in the College.

## Assessment and Challenges

Sexual harassment and other forms of sexual violence in public spaces are part of everyday occurrences for women and girls worldwide – in urban and rural areas. It is a social issue that is deeply rooted in power relations between men and women and underlies the view that women are still deemed as sex objects and the “weaker sex". The Anti-Sexual Harassment Act of 1995 has been considered as landmark legislation as it finally gave a name and legal recognition to unwelcome sexual advances. The law defines Sexual Harassment as “committed by an employer, employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach, trainer, or any other person who, having authority, influence or moral ascendancy over another in a work or training or education environment, demands, requests or otherwise requires any sexual favor from the other, regardless of whether the object accepts the demand, request or requirement for submission.”

However, the law’s definition of sexual harassment is limiting and presupposes the existence of authority, influence, or moral ascendancy between

the offender and the offended party. It does not specifically address the issue of a "hostile environment" resulting from sexual harassment between peers or colleagues. Cases in which both the offender and the offended party are peers or have the same rank or status, or when the offended party is the superior officer in a work or education environment, as in the case of Davao de Oro State College between a student and a faculty member cannot be considered as sexual harassment since these are not within the scope of the current anti-sexual harassment law.

In addition, the acts constituting sexual harassment should be clearly defined. It may include a) an act or series of acts involving any unwelcome sexual advances, requests or demand for sexual favors or any act of a sexual nature, whether done verbally, physically or through the use of technology, that has or could have a detrimental effect on the conditions of an individual's employment or education, job performance or opportunities; b) conduct of a sexual nature and other conduct based on sex affecting the dignity of a person, which is unwelcome, unreasonable, and offensive to the recipient; and c) conduct that is unwelcome and pervasive and creates an intimidating, hostile or humiliating environment for the recipient.

Moreover, sexual harassment as a form of gender-based violence (GBV) seriously inhibits a women's ability to enjoy their rights and freedoms on the basis of equality with men. Expanding the definition of sexual harassment and strengthening the mechanisms to address all acts of sexual harassment will ensure that everyone, regardless of gender identification, is protected from all forms of discrimination and create a safe environment that will promote the participation of various stakeholders in economic, social, political, cultural development the college. With these issues and challenges, the constitution of the Committee on Decorum and Investigation (CODI) is highly important to establish the necessary precautionary measures in preventing the occurrence of sexual harassment at Davao de Oro State College.

## Strategies

The College is committed to strengthening the Committee on Decorum and Investigation (CODI) to promote a safe working environment. This provides a gender-responsive and sensitive approach to any issues that may develop in the College by constantly adhering to due process when dealing with gender-related problems that may arise. The committee will undergo various training and seminars on gender and development and concepts in decorum and investigation to achieve this. Also, the committee will develop and generate implementing rules and regulations of the

Sexual Harassment Act and Safe Spaces
Act.

# Programs, Projects, and Activities

*1.1 The conduct of training and seminars to capacitate the CODI Members in dealing with gender-related cases that might occur in the College*

1.1.1 Propose a budget for the training and seminars of the CODI members
1.1.2 Conduct needs assessment analysis to determine the focus of the training and seminars to be conducted
1.1.3 Preparation of the Training/Activity Design
1.1.4 Conduct training and seminars for the CODI members
1.1.5 Crafting of the policies and processes in dealing with gender-related cases that might occur in the College
1.1.6 Dissemination of the policies and processes crafted
1.1.7 Implementation of the policies and processes crafted

# GOAL 6 - Establishment of sustainable partnership and linkages with external GAD stakeholders and advocates

## Introduction

Gender and development mainstreaming is a key strategy for guaranteeing that the college pursues gender equality in all aspects of the development process to achieve the vision of a gender-responsive society where women and men equally contribute to and benefit from development. Social awareness of gender-related concerns and issues is pivotal in promoting a gender-responsive and sensitive organization and environment. However, gearing on to the vision is not possible without acknowledging different government and non-government agencies in the province.

This section features the establishment of sustainable partnerships and linkages with external GAD stakeholders and advocates. Network and linkages drive on the formulation of public policies, programs, and projects that can address affirmative action whenever women or men are in a particularly disadvantageous position. Thus, the partnership also ensures a more efficient allocation of resources to put off different gender-related issues and challenges.

## Assessment and Challenges

Network and linkages can be explained as across organizations or partnerships, just like the knowledge network. It must be transparent with a common purpose. This common purpose can serve as a larger social identity that transcends members' specific organizational environments. Some networks fail because different partner objectives are not adequately delineated at the start of the knowledge network. Hence, partnership implies the spirit of equality. It is composed of two big Cs – consultation and consensus. Equality refers to equal rights and equal dignity. It does not necessarily mean equality in the sharing of resources for the blossoming of the partnership. In a partnership, one party may be more blessed than the other and can share more than the other. Thus, a partnership is likened to a relationship called mutualism in biology, in which both parties benefit from the relationship.

However, the creation of networks and linkages is an essential component of any development program and provides synergies for the program to

build upon from the point of advantage to strength. Thus, networking and linkages for the gender and development program of Davao de Oro State College basically mean forming formal and informal partnerships and ties with other external organizations in different areas of mutual interest and/or benefits. It can be formed with multifarious organizations that share a common vision and values for social development.

Moreover, Davao de Oro State College must organize networks and linkages to uplift activities and initiate programs to solve gender-related problems and concerns. The institution should develop a partnership with various government agencies in giving gender sensitivity training, skills training, activities, and some non-government organizations who are willing to support the SUC's financial needs.

## Strategies

Scanning the different social network within the Davao de Oro province that supports and advocates gender and development is a springboard for potential partnership and linkage. This is followed by the conduct of a Stakeholders' consultation to strengthen the GAD policy and PAPs, which leads to creating a provincial-wide consortium for efficient and effective mainstreaming of GAD-related concerns and issues.

Moreover, strengthening the Gender Responsive Extension Program (GREP) and Gender Responsive Research Program (GREP) of the College by integrating a gender-fair approach to extension services and research development wires the vision of a gender-responsive society.

## Programs, Projects, and Activities

*1.1 Forge partnership with GAD stakeholders and advocates*

1.1.1 Conduct scanning on the different social networks within the Davao de Oro province.

1.1.2 Conduct meetings with GAD stakeholders and advocates for strengthening GAD mainstreaming

1.1.3 Partner with GAD stakeholders and advocates through MOU/MOA

1.1.4 Promotion of GAD mainstreaming through various activities

*1.2 Creation of Davao De Oro GAD Mainstreaming Consortium (DDOGMC)*

1.2.1 Selection of DDOGMC members

1.2.2 Establishment of DDOGMC

1.2.3 Crafting of standard operation and procedure for the consortium

1.2.4 Conduct activities and projects

*1.3 Strengthen the Gender Responsive Extension Program (GREP) and Gender Responsive Research Program (GREP) of the College*

1.3.1 Propose extension and research projects that address gender-related issues and concerns.

1.3.2 Appraise all extension and research projects in conformance to GAD standards.

1.3.3 Advocate GAD mainstreaming through extension services and research development

*1.4*

# PART VI – PAPs

# GOAL 7 - Provision of GAD compliant facilities

# GOAL 7 – Provision of GAD compliant facilities

## Introduction

This section highlights the college's difficult task of ensuring effective and efficient resource management to achieve quality improvement in all parts of its gender-responsive and sensitive operations. Managing the institution's resources is critical to its success because it entails the implementation of policies, structures, processes, systems, and services with the highest level of participation, accountability, and openness in the interests of good governance and quality assurance.

To drive long-term inclusive growth and sustainability, effective resource management necessitates investments in human capital development and physical infrastructure and technological advances. This entails the construction of physical facilities, which are crucial in predicting service quality. To respond to changing educational delivery programs, the college must have improved and relevant physical facilities that reflect and ensure gender-responsive and gender-sensitive physical facilities that work to eliminate gender biases and fully release each human being's potential so they can play active roles in the development process.

The establishment of the GAD Facilities would assist the College in fulfilling its purpose of providing golden opportunities to its stakeholders. This would encompass gender-responsive and sustainable instruction, research, community development, and involvement, gender equity and equality in the academic community, and long-term collaboration and partnership among stakeholders.

## Assessment and Challenges

Gender mainstreaming is a strategy for including women's and men's concerns and experiences in the design, implementation, monitoring, and assessment of policies and programs in all political, economic, and societal realms so that women and men benefit equally and inequity is avoided.

Gender mainstreaming is visible in the Davao de Oro State College's programs, activities, and ambitions. However, the college lacks facilities to facilitate gender and development. In terms of administration and governance, student services, education, research, extension, and production, the college lacks suitable physical facilities to meet the needs of both women and men stakeholders. This could have an impact on how the college mainstreams gender

in the sense that it lacks physical facilities to enable students, faculty, and staff to reach their full potential.

Gender and development mainstreaming would be challenging to implement without these physical facilities. The absence of appropriate facilities for successful teaching and learning can have a negative impact on student, faculty, and staff performance.

# Strategies

Gender and development needs to be mainstreamed in all program, activities, and plans, including the physical facilities of the College. However, gender issues are also present and these gender issues need to be addressed in order to fully operate as a College. These are the strategies for mainstreaming gender and development through physical facilities, to wit:

### 1.1 Establishment of child-minding center

One of the issues encountered, particularly among our working mothers, is their inability to care for their children while they're at work. With this facility, they will have trusted personnel to watch over their children at the child-minding center. With GAD's promotion for women's empowerment, motivation, and customer satisfaction in public service delivery, this center allows them to leave their children in the care of CMC staff for free.

### 1.2 Establishment of lactation room

Breastfeeding support is critical because breastfeeding nourishes and gives all children the best start in life. Breast milk serves as a baby's first immunization, protecting them from infections and even death. Breastfeeding also promotes safe connection and cognitive development and lessens the burden of childhood and maternal sickness, resulting in fewer health-care expenses, better families, and stronger societal development.

Breastfeeding support is so critical for children's health and development and mothers' and society's well-being. Low-cost measures that can help enhance breastfeeding, job productivity, and employee retention include the provision of workplace lactation rooms, compensated nursing breaks, and an accommodating breastfeeding environment and culture.

### 1.3 Establishment of women's desk

According to the Magna Carta of Women's Implementing Rules and Regulations, every institution must have a women's desk. The Women's Desk is a service center that provides immediate assistance to victims of physical, sexual, psychological, economic, and other forms of abuse. This facility will deal with

cases of gender-based violence that are brought to it. It will create a gender-responsive plan for the college to address gender-based violence, including support services, capacity building, and a referral system, as well as address other forms of abuse against women, particularly elderly people, women with disabilities, and other vulnerable groups. This facility will spearhead community-wide campaigns to eliminate VAW.

1.4 **Establishment of GAD Resource Center**

In delivering training, research, and extension activities, the GAD Resource Center will incorporate and advocate gender equity and equality ideas and views. It will increase faculty members' capacity to integrate GAD and other issues and concerns into course syllabi and instructional materials, improve data and information on women's participation in politics, economics, education, peace and order, and other activities, and disseminate information to clients, as well as improve community residents' understanding, awareness, and responsiveness to GAD issues and concerns.

The GAD Resource Center will also create a repository for gender-related training, research, extension materials, and other forms of gender and development literature. It will improve men's and women's access to knowledge management products, resources, and networks. It will also form networks and build connections with other local, national, and worldwide organizations. This facility will ensure that sex-disaggregated data and other critical information obtained from its operations are used as a foundation for decision-making and that the college's gender mainstreaming activities are sustained.

# Programs, Projects, and Activities

*1.1 Establishment of child-minding center*

1.1.1 Propose a budget for the establishment of the child-minding center
1.1.2 Procure office supplies based on the proposed budget
1.1.3 Issuance of a policy of the establishment and utilization of the child-minding center
1.1.4 Conduct trainings and seminars for CMC staff
1.1.5 Evaluation of the child-minding center

*1.2 Establishment of lactation room*

1.2.1 Propose a budget for the establishment of lactation room
1.2.2 Procure office supplies based on the proposed budget
1.2.3 Issuance of policy for the establishment and utilization of the lactation room
1.2.4 Conduct trainings and seminars for lactation room staff
1.2.5 Evaluation of the lactation room

*1.3 Establishment of women's desk*

1.3.1 Propose a budget for the establishment of women's desk
1.3.2 Procure office supplies based on the proposed budget
1.3.3 Conduct trainings and seminars for CODI
1.3.4 Issuance of policy for the establishment and utilization of the women's desk
1.3.5 Evaluation of the women's desk

*1.4 Establishment of GAD Resource Center*

1.4.1 Propose a budget for the establishment of GAD Resource Center
1.4.2 Procure office supplies based on the proposed budget
1.4.3 Issuance of a policy for the establishment and utilization of the GAD Resource Center
1.4.4 Establish linkages to external partners
1.4.5 Conduct of research related to gender and development
1.4.6 Attendance to trainings and seminars of GAD personnel
1.4.7 Conduct of GAD Analysis
1.4.8 Dissemination of GAD related materials
1.4.9 Adopting the GREAT Women Project in partnership with the Extension Division
1.4.10 Evaluation of the GAD Resource Center

# PART VII

# PLAN IMPLEMENTATION

## Implementing Mechanisms

The effective implementation of the strategic development plan is critical for the institution's improvement and success. To accomplish this, the College must foster a culture of unity and collaboration across all branches.

The College President, as the Head of the Agency, takes the lead in the implementation of programs, activities, and projects reflected in the 7-Year GAD Strategic Development Plan for DDOSC. As such, it is expected that actions relative to the affairs of the College are anchored on the strategies and directions set forth in the said strategic development plan.

The plan must be communicated throughout the institution before the implementation phase can begin. It must be made clear to faculty, staff, students, and stakeholders that the plan aligns with the College's vision and goals and that the Governing Board has approved the plan. This continuing approach will allow them to identify their unique potential to contribute to the institution's overall success.

To ensure effective and proper implementation of the plan, an implementing mechanism shall be established through the creation of the Plan Implementation and Improvement Team and Communication Team, respectively. These two teams shall be responsible for providing overall direction and directly undertaking the implementation of the Plan with the following functions stated below:

### A. Plan Implementation and Improvement Team

Chair : College President

Members :

1. Chief for Administration and Finance
2. Vice-President for Academic Affairs
3. All Division Directors
4. All Branch Directors
5. All Branch GAD Coordinators
6. HRMS Head
7. IMIS Head
8. PMU Head
9. PIU Head
10. Budget Section Head
11. Student Representative
12. Faculty Representative

**A.2. Functions**

1. Prepare a consolidated annual plan program per cluster based on the DDOSC Strategic Development Plan, 2022-2027.
2. Reviews the necessary documents such as the GAD Plan and Budget, ASPP, PPMP, WFP, Action Plan, Project Profile, etc., annually for presentation and review of the Team.
3. Reviews the Plan and makes a recommendation for prioritization and implementation.
4. Design and implement strategies and activities that will aid in the fulfillment of PAPs reflected in the Plan.
5. Encourage participation of DDOSC stakeholders in the implementation of identified strategies and activities consistent with the Plan.
6. Conduct a regular assessment to ensure effectiveness and responsiveness of the Plan should there be changes due to internal or external factors and recommend actions as needed.
7. Facilitates the conduct of strategic plan activities and other capability building activities through the Gender and Development Office.

## B. Communication Plan

Chair : GAD Focal Person

Members :

1. All Branch Directors
2. All Division Directors
3. PIU Head
4. IMIS Head

## B.2 Functions

1. Ensure that all necessary forms of communication relative to the DDOSC Strategic Development Plan shall be properly disseminated to its stakeholders. This way, stakeholders will be aware of the undertakings of the institution and may take part in the plan implementation.

## C. Calendar of Annual Implementing Activities

*January*

- GAD Accomplishment Report

*March*

- National Women's Month
- National Women's Day

*June*

- PRIDE Month

*August*

- Gender Sensitivity Training
- Gender and Development Orientation

*October*

- GAD Plan and Budget

*November*

- 18-Day Campaign to End Violence against Women

# PART VIII

# MONITORING AND EVALUATION

## MONITORING TOOL AND EVALUATION

The main goal of the DDOSC GAD Agenda 2022-2027 is to achieve its desired outcome, which is to mainstream gender in all its policies, programs, activities, and plans.

The presence of monitoring and evaluation activities will ensure that the plan is still necessary, strategic, and achievable. This also informs the employees that the plan is still in place and remains important. By doing so, a strong M&E mechanism shall be institutionalized so as to provide either sustainable or corrective actions when necessary.

In determining the development and progress of the Plan, the College adopted the PCW MC 2018-04 Annex F - GAD Agenda Progress Report Template and Annex G End-Term Report, which provide different levels of development results that are expected to be achieved in the 7-year implementation period. The table provides clear-cut data of the status of actual accomplishment vis-a-vis the annual target and end of plan target, while balances and any deviation will be clearly presented.

## Annex F - GAD Agenda Progress Report Template

| AGENCY: | | | | | | | |
|---|---|---|---|---|---|---|---|
| GAD GOAL # | | | | | | | |
| | | | | | | | |
| GAD OUTCOME/ RESULT STATEMENT | INDICATORS | BASELINE VALUE & YEAR | TARGET FOR THE PERIOD | ACTUAL ACCOMPLISHMENTS/ PERCENT ACCOMPLISHED | ACTUAL COST AND PERCENT UTILIZATION | VARIANCE & UNINTENDED RESULTS | RECOMMENDATIONS & ADJUSTMENTS |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | | | | | | |

## Annex G - End-Term Report Template

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **AGENCY:** | | | | | | | |
| **GAD GOAL #** | | | | | | | |
| | | | | | | | |
| **GAD OUTCOME/ RESULT STATEMENT** | **INDICATORS** | **BASELINE VALUE & YEAR** | **TARGET FOR THE PERIOD** | **ACTUAL ACCOMPLISHMENTS/ PERCENT ACCOMPLISHED** | **ACTUAL COST AND PERCENT UTILIZATION** | **VARIANCE & UNINTENDED RESULTS** | **CHALLENGES / RECOMMENDATIONS & ADJUSTMENTS** |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| | | | | | | | |

## GAD Annex A – GAD Strategic Plan

| GAD GOAL NO. 1 | Institutionalization of Gender and Development Mainstreaming | | | | | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE/ GAD MANDATE | GAD OUTCOME/ RESULT STATEMENT | INDICATOR | BASELINE | RESPONSIBLE UNIT/ OFFICE | YEAR 1 | | |
| | | | | | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Absence of GAD responsive PAPs | PAPs of the College will be GAD responsive | Percentage of PAPs that are GAD responsive | | Office of the College President, Office of the Chief for Administration and Finance | 100% of administrative PAPs are GAD responsive | Incorporation of GAD in the activity design, project design and program design.<br><br>Participation of both women and men in the planning, conduct, monitoring and evaluation of PAPs.<br><br>Review of GAD related policies, IEC, manuals<br><br>Issuance of policies to mainstream GAD to all PAPs<br><br>Conduct of GAD Audit<br><br>Integration of GAD perspective in all manuals, plans and policies<br><br>Utilization of GAD analysis tools in development of PAPs<br><br>Conduct of gender impact assessment | P100,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P100,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of administrative PAPs are GAD responsive | Incorporation of GAD in the activity design, project design and program design. Partificpation of both women and men in the planning, conduct, monitoring and evaluation of PAPs.<br><br>Review of GAD related policies, IEC, manuals<br><br>Issuance of policies to mainstream GAD to all PAPs<br><br>Conduct of GAD Audit<br><br>Integration of GAD perspective in all manuals, plans and policies<br><br>Utilization of GAD analysis tools in development of PAPs<br><br>Conduct of gender impact assessment | P100,000.00<br><br>P40,000.00<br><br>P20,000.00<br><br>P20,000.00<br><br>P15,000.00 | 100% of administrative PAPs are GAD responsive | Incorporation of GAD in the activity design, project design and program design.<br><br>Participation of both women and men in the planning, conduct, monitoring and evaluation of PAPs.<br><br>Review of GAD related policies, IEC, manuals<br><br>Issuance of policies to mainstream GAD to all PAPs<br><br>Conduct of GAD Audit<br><br>Integration of GAD perspective in all manuals, plans and policies<br><br>Utilization of GAD analysis tools in development of PAPs<br><br>Conduct of gender impact assessment | P100,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P100,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P50,000.00 | 100% of administrative PAPs are GAD responsive | Incorporation of GAD in the activity design, project design and program design.<br><br>Participation of both women and men in the planning, conduct, monitoring and evaluation of PAPs.<br><br>Review of GAD related policies, IEC, manuals<br><br>Issuance of policies to mainstream GAD to all PAPs<br><br>Conduct of GAD Audit<br><br>Integration of GAD perspective in all manuals, plans and policies<br><br>Utilization of GAD analysis tools in development of PAPs<br><br>Conduct of gender impact assessment | P100,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P100,000.00<br><br>P50,000.00<br><br>P50,000.00<br><br>P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of administrative PAPs are GAD responsive | Incorporation of GAD in the activity design, project design and program design. | P100,000.00 | 100% of administrative PAPs are GAD responsive | Incorporation of GAD in the activity design, project design and program design. | P100,000.00 |
| | Partificpation of both women and men in the planning, conduct, monitoring and evaluation of PAPs. | P50,000.00 | | Participation of both women and men in the planning, conduct, monitoring and evaluation of PAPs. | P50,000.00 |
| | Review of GAD related policies, IEC, manuals | P50,000.00 | | Review of GAD related policies, IEC, manuals | P50,000.00 |
| | Issuance of policies to mainstream GAD to all PAPs | P50,000.00 | | Issuance of policies to mainstream GAD to all PAPs | P50,000.00 |
| | Conduct of GAD Audit | P100,000.00 | | Conduct of GAD Audit | P100,000.00 |
| | Integration of GAD perspective in all manuals, plans and policies | P50,000.00 | | Integration of GAD perspective in all manuals, plans and policies | P50,000.00 |
| | Utilization of GAD analysis tools in development of PAPs | P50,000.00 | | Utilization of GAD analysis tools in development of PAPs | P50,000.00 |
| | Conduct of gender impact assessment | P50,000.00 | | Conduct of gender impact assessment | P50,000.00 |

| GENDER ISSUE/ GAD MANDATE | GAD OUTCOME/ RESULT STATEMENT | INDICATOR | BASELINE | RESPONSIBLE UNIT/ OFFICE | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| | | | | | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Inadequate support and participation in GAD related activities | Strengthen participation and support to GAD related activities | Percentage of students, faculty and staff | 7,000 students, 307 faculty and staff in all campuses of the College | Office of the College President, Office of the Chief for Administration and Finance, Office of the Vice President for Academic Affairs | 100% of students, faculty and staff support and participate in the conduct of GAD related activities (Women's Month, VAWC) | Attendance to various GAD related activities<br><br>Issuance of memorandum to support and participate to various GAD related activities | P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of students, faculty and staff support and participate in the conduct of GAD related activities (Women's Month, VAWC, International Women's Day Celebration) | Attendance to various GAD related activities<br><br>Issuance of memorandum to support and participate to various GAD related activities | P50,000.00 | 100% of students, faculty and staff support and participate in the conduct of GAD related activities (Women's Month, VAWC, International Women's Day Celebration) | Attendance to various GAD related activities<br><br>Issuance of memorandum to support and participate to various GAD related activities | P50,000.00 | 100% of students, faculty and staff support and participate in the conduct of GAD related activities (Women's Month, VAWC, International Women's Day Celebration) | Attendance to various GAD related activities<br><br>Issuance of memorandum to support and participate to various GAD related activities | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of students, faculty and staff support and participate in the conduct of GAD related activities (Women's Month, VAWC, International Women's Day Celebration) | Attendance to various GAD related activities<br><br>Issuance of memorandum to support and participate to various GAD related activities | P50,000.00 | 100% of students, faculty and staff support and participate in the conduct of GAD related activities (Women's Month, VAWC, International Women's Day Celebration) | Attendance to various GAD related activities<br><br>Issuance of memorandum to support and participate to various GAD related activities | P50,000.00 |

| GAD GOAL NO. 2 | Establishment of a Comprehensive Sex Disaggregated Data Database | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Absence of sex disaggregated data<br>- work force<br>- students<br>- research respondent<br>- extension program beneficiaries<br>- production proponents<br>- top management<br>- planning committee<br>- participants in all PAPs | Establishment of sex disaggregated data (SDD) database | Percentage of PAPs with sex disaggregated data | None | Office of the College President, Office of the Chief for Administration and Finance, Office of the Vice President for Academic Affairs, Integration Management System Unit | 1 SDD Database is established | Creation of database for sex-disaggregated data | P100,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 1 SDD Database is updated | Updating of sex-dissaggregated data database | P50,000.00 | 1 SDD Database is updated and evaluated | Updating of sex-dissaggregated data database<br>Evaluation of sex-disaggregated data database | P50,000.00 | 1 SDD Database is updated | Updating of sex-dissaggregated data database | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 1 SDD Database is updated | Updating of sex-dissaggregated data database | P50,000.00 | 1 SDD Database is updated and evaluated | Updating of sex-dissaggregated data database<br>Evaluation of sex-disaggregated data database | P50,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Absence of sex disaggregated data<br>- work force<br>- students<br>- research respondent<br>- extension program beneficiaries<br>- production proponents<br>- top management<br>- planning committee<br>- participants in all PAPs | Establishment of sex disaggregated data (SDD) database | Percentage of PAPs with sex disaggregated data | None | Office of the College President, Office of the Chief for Administration and Finance, Office of the Vice President for Academic Affairs, | 100% of PAPs are supported with SDD | Gathering of SDD in every activity conducted<br><br>Filing SDD in the database<br><br>Utilization of the SDD in enhancing GAD PAPs | P100,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of PAPs are supported with SDD | Gathering of SDD in every activity conducted<br><br>Filing SDD in the database<br><br>Utilization of the SDD in enhancing GAD PAPs | P100,000.00 | 100% of PAPs are supported with SDD | Gathering of SDD in every activity conducted<br><br>Filing SDD in the database<br><br>Utilization of the SDD in enhancing GAD PAPs | P100,000.00 | 100% of PAPs are supported with SDD | Gathering of SDD in every activity conducted<br><br>Filing SDD in the database<br><br>Utilization of the SDD in enhancing GAD PAPs | P100,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of PAPs are supported with SDD | Gathering of SDD in every activity conducted<br><br>Filing SDD in the database<br><br>Utilization of the SDD in enhancing GAD PAPs | P100,000.00 | 100% of PAPs are supported with SDD | Gathering of SDD in every activity conducted<br><br>Filing SDD in the database<br><br>Utilization of the SDD in enhancing GAD PAPs | P100,000.00 |

| GAD GOAL NO. 3 | Establishment of GAD Learning Hub | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Inadequate knowledge of the the GFPS members in gender mainstreaming | GFPS members will be capacitated in gender mainstreaming | Percentage of GFPS members trained in gender mainstreaming | 28 GFPS members | Office of the College President, Office of the Chief for Administration and Finance, Office of the Vice President for Academic Affairs | 100% of GFPS members trained in gender mainstreaming | Attendance to trainings and seminars on GAD, SDD, gender statistics and gender mainstreaming<br><br>Attendance to trainings and seminars on the formulation of GAD plan and budget<br><br>Monitoring and evaluation on the implementation of GAD plan and budget<br><br>Attendance to trainings and seminars on the conduct of GAD analysis and use of GAD analysis tools<br><br>Conduct of training needs analysis for GFPS members | P100,000.00<br><br>P100, 000.00<br><br>P50,000.00<br><br>P50, 000.00<br><br>P30,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of GFPS members trained in gender mainstreaming | Attendance to trainings and seminars on GAD, SDD, gender statistics and gender mainstreaming | P100,000.00 | 100% of GFPS members trained in gender mainstreaming | Attendance to trainings and seminars on GAD, SDD, gender statistics and gender mainstreaming | P100,000.00 | 100% of GFPS members trained in gender mainstreaming | Attendance to trainings and seminars on GAD, SDD, gender statistics and gender mainstreaming | P100,000.00 |
| | Attendance to trainings and seminars on the formulation of GAD plan and budget | P100, 000.00 | | Attendance to trainings and seminars on the formulation of GAD plan and budget | P100, 000.00 | | Attendance to trainings and seminars on the formulation of GAD plan and budget | P100, 000.00 |
| | Monitoring and evaluation on the implementation of GAD plan and budget | P50,000.00 | | Monitoring and evaluation on the implementation of GAD plan and budget | P50,000.00 | | Monitoring and evaluation on the implementation of GAD plan and budget | P50,000.00 |
| | Attendance to trainings and seminars on the conduct of GAD analysis and use of GAD analysis tools | P50, 000.00 | | Attendance to trainings and seminars on the conduct of GAD analysis and use of GAD analysis tools | P50, 000.00 | | Attendance to trainings and seminars on the conduct of GAD analysis and use of GAD analysis tools | P50, 000.00 |
| | Conduct of training needs analysis for GFPS members | P30,000.00 | | Conduct of training needs analysis for GFPS members | P30,000.00 | | Conduct of training needs analysis for GFPS members | P30,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of GFPS members trained in gender mainstreaming | Attendance to trainings and seminars on GAD, SDD, gender statistics and gender mainstreaming | P100,000.00 | 100% of GFPS members trained in gender mainstreaming | Attendance to trainings and seminars on GAD, SDD, gender statistics and gender mainstreaming | P100,000.00 |
| | Attendance to trainings and seminars on the formulation of GAD plan and budget | P100, 000.00 | | Attendance to trainings and seminars on the formulation of GAD plan and budget | P100, 000.00 |
| | Monitoring and evaluation on the implementation of GAD plan and budget | P50,000.00 | | Monitoring and evaluation on the implementation of GAD plan and budget | P50,000.00 |
| | Attendance to trainings and seminars on the conduct of GAD analysis and use of GAD analysis tools | P50, 000.00 | | Attendance to trainings and seminars on the conduct of GAD analysis and use of GAD analysis tools | P50, 000.00 |
| | Conduct of training needs analysis for GFPS members | P30,000.00 | | Conduct of training needs analysis for GFPS members | P30,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Enhanced student, faculty, and staff competence in designing gender-sensitive learning and working environment | Development of gender-sensitive students, faculty, and staff. | Percentage of student, faculty and staff that are gender-sensitive | 7,000 students, 307 faculty and staff in all campuses of the College | All delivery unit heads, section heads and unit heads | 100% of faculty and staff are gender-sensitive | Conduct of gender-sensitive training | P100,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of faculty and staff are gender-sensitive | Conduct of gender-sensitive training | P100,000.00 | 100% of faculty and staff are gender-sensitive | Conduct of gender-sensitive training | P100,000.00 | 100% of faculty and staff are gender-sensitive | Conduct of gender-sensitive training | P100,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of faculty and staff are gender-sensitive | Conduct of gender-sensitive training | P100,000.00 | 100% of faculty and staff are gender-sensitive | Conduct of gender-sensitive training | P100,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Inadequate awareness of the students, faculty and staff on Magna Carta for Women, Anti-Sexual Harassment, Anti-Violence Against Women and Children Law, and Safe Spaces Act | Increase awareness of the student, faculty and staff. | Percentage of student, faculty and staff are given proper awareness about Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act | 7,000 students, 307 faculty and staff in all campuses of the College | Office of the Chief for Administration and Finance, Human Resource Management Section, Office of the Branch Directors, OSAS | 100% of student, faculty, and staff are given proper awareness | Conduct of training and awareness seminars for Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act | P100,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of student, faculty, and staff are given proper awareness | Conduct of training and awareness seminars for Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act | P100,000.00 | 100% of student, faculty, and staff are given proper awareness | Conduct of training and awareness seminars for Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act | P100,000.00 | 100% of student, faculty, and staff are given proper awareness | Conduct of training and awareness seminars for Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act | P100,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of student, faculty, and staff are given proper awareness | Conduct of training and awareness seminars for Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act | P100,000.00 | 100% of student, faculty, and staff are given proper awareness | Conduct of training and awareness seminars for Magna Carta for Women, Anti-Sexual Harassment, Violence Against Women and Children Law, and Safe Spaces Act | P100,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack of awareness of internal and external clients of the GAD efforts of the College | GAD efforts of the College are visible to the clients of the College | Number of GAD corner established<br><br>Number of Website with GAD section<br><br>Number of IEC/manual for GAD produced | None | Office of the College President, Office of the Chief for Administration and Finance, Office of the Branch Directors | GAD corner in the four campuses of the College<br><br>GAD section is integrated in the website of the four campuses of the College<br><br>GAD IEC/manual are produced | Establishment of GAD corner<br><br>Integration of GAD section in the website of the four campuses of the College<br><br>Reproduction of IEC/manual for GAD | P100,000.00<br><br>P50,000.00<br><br>P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| GAD corner in the four campuses of the College<br><br>GAD section is integrated in the website of the four campuses of the College<br><br>GAD IEC/manual are produced | Maintenance of the GAD corner<br><br>Updating of the GAD section in the website<br><br>Reproduction of IEC/manual for GAD | P100,000.00<br><br>P50,000.00<br><br>P50,000.00 | GAD corner in the four campuses of the College<br><br>GAD section is integrated in the website of the four campuses of the College<br><br>GAD IEC/manual are produced | Maintenance of the GAD corner<br><br>Updating of the GAD section in the website<br><br>Reproduction of IEC/manual for GAD | P100,000.00<br><br>P50,000.00<br><br>P50,000.00 | GAD corner in the four campuses of the College<br><br>GAD section is integrated in the website of the four campuses of the College<br><br>GAD IEC/manual are produced | Maintenance of the GAD corner<br><br>Updating of the GAD section in the website<br><br>Reproduction of IEC/manual for GAD | P100,000.00<br><br>P50,000.00<br><br>P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| GAD corner in the four campuses of the College<br><br>GAD section is integrated in the website of the four campuses of the College<br><br>GAD IEC/manual are produced | Maintenance of the GAD corner<br><br>Updating of the GAD section in the website<br><br>Reproduction of IEC/manual for GAD | P40,000.00<br><br>P40,000.00<br><br>P10,000.00 | GAD corner in the four campuses of the College<br><br>GAD section is integrated in the website of the four campuses of the College<br><br>GAD IEC/manual are produced | Maintenance of the GAD corner<br><br>Updating of the GAD section in the website<br><br>Reproduction of IEC/manual for GAD | P40,000.00<br><br>P40,000.00<br><br>P10,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack of awareness of internal and external clients of the GAD efforts of the College | GAD efforts of the College are visible to the clients of the College | Number of survey and consultation conducted | None | Office of the College President, Office of the Chief for Administration and Finance, Office of the Branch Directors | Gender needs/issues of the clients are addressed | Conduct of survey and consultation | P100,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Gender needs/issues of the clients are addressed | Conduct of survey and consultation | P100,000.00 | Gender needs/issues of the clients are addressed | Conduct of survey and consultation | P100,000.00 | Gender needs/issues of the clients are addressed | Conduct of survey and consultation | P100,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Gender needs/issues of the clients are addressed | Conduct of survey and consultation | P100,000.00 | Gender needs/issues of the clients are addressed | Conduct of survey and consultation | P100,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack of internal GAD expert | Develop expert in the field of GAD | Number of internal GAD expert | None | Office of the College President, Office of the Chief for Administration and Finance | At least one GAD internal expert | Attendance to trainings and seminars for GAD expert | P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| At least two GAD internal expert | Attendance to trainings and seminars for GAD expert | P50,000.00 | At least three GAD internal expert | Attendance to trainings and seminars for GAD expert | P50,000.00 | At least four GAD internal expert | Attendance to trainings and seminars for GAD expert | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
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| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| At least five GAD internal expert | Attendance to trainings and seminars for GAD expert | P50,000.00 | At least five GAD internal expert | Attendance to trainings and seminars for GAD expert | P50,000.00 |

| | | | | | YEAR 1 | | |
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| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Absence of GAD knowledge management system | Establishment of GAD knowledge management system | Number of GAD knowledge management system | None | Office of the College President, Office of the Chief for Administration and Finance | One GAD knowledge management system | Establishment of GAD knowledge management system | P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Update of the GAD knowledge management system | Updating of GAD knowledge management system | P50,000.00 | Update of the GAD knowledge management system | Updating of GAD knowledge management system | P50,000.00 | Update of the GAD knowledge management system | Updating of GAD knowledge management system | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Update of the GAD knowledge management system | Updating of GAD knowledge management system | P50,000.00 | Update and evaluate of the GAD knowledge management system | Updating and evaluating of GAD knowledge management system | P50,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack of internal GAD trainers | Develop expert in the field of GAD | Number of internal GAD trainers | None | Office of the College President, Office of the Chief for Administration and Finance | 2 internal GAD trainers are trained | Attendance to trainings and seminars for GAD trainers | P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 4 internal GAD trainers are trained | Attendance to trainings and seminars for GAD trainers | P50,000.00 | 6 internal GAD trainers are trained | Attendance to trainings and seminars for GAD trainers | P50,000.00 | 8 internal GAD trainers are trained | Attendance to trainings and seminars for GAD trainers | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 10 internal GAD trainers are trained | Attendance to trainings and seminars for GAD trainers | P50,000.00 | 12 internal GAD trainers are trained | Attendance to trainings and seminars for GAD trainers | P50,000.00 |

| GAD GOAL NO. 4 | Organization of support group for GAD related assistance intervention and activities | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack of support group for GAD relaated assistance | Establishment of GAD support groups | Percentage of attendance to trainings and seminars | Existing support groups such as WAGI and the Men, Women, and LGBTQ group for faculty members | Office of the College President, Office of the Chief for Administration and Finance | 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 | 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 | 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 | 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 |

| | | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack of support group for GAD relaated assistance | Establishment of GAD support groups for solo parents, IP, PWD, and Senior Citizens | Percentage of attendance to trainings and seminars | None | Office of the College President, Office of the Chief for Administration and Finance | 4 groups are organized for solo parents, IP, PWD, and Senior Citizens | Organization of support groups for solo parents, IP, PWD, and Senior Citizens | P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 | 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 | 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 | 100% of members undergone trainings and seminars | Attendance to trainings and seminars | P50,000.00 |

| GAD GOAL NO. 5 | Strengthen the Committee on Decorum and Investigation (CODI) | | | | | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE/ GAD MANDATE | GAD OUTCOME/ RESULT STATEMENT | INDICATOR | BASELINE | RESPONSIBLE UNIT/ OFFICE | YEAR 1 | | |
| | | | | | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack/inadequate knowledge and experience in handling gender related cases | Capicitate the CODI in dealing with gender related cases that might occur in the College | Percentage of CODI members undergone trainings and seminars | 27 members of CODI | CODI | 100% of CODI members undergone trainings and seminars | Attendance to trainings and seminars | P150,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of CODI members undergone trainings and seminars | Attendance to trainings and seminars | P150,000.00 | 100% of CODI members undergone trainings and seminars | Attendance to trainings and seminars | P150,000.00 | 100% of CODI members undergone trainings and seminars | Attendance to trainings and seminars | P150,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 100% of CODI members undergone trainings and seminars | Attendance to trainings and seminars | P150,000.00 | 100% of CODI members undergone trainings and seminars | Attendance to trainings and seminars | P150,000.00 |

| GAD GOAL NO. 6 | Establishment of sustainable partnership and linkages with external GAD stakeholders and advocates. | | | | | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE/ GAD MANDATE | GAD OUTCOME/ RESULT STATEMENT | INDICATOR | BASELINE | RESPONSIBLE UNIT/ OFFICE | YEAR 1 | | |
| | | | | | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack partnership with GAD stakeholders | Identify the GAD stakeholders within the province for potential partnership. | Number of Municipalities undergone stakeholder scanning | | GAD Focal persons, R & D Division | 2 municipalities were scanned: Compostela, Maragusan | Conduct an external stakeholder scanning within the province | P50,000.00 |
| | Conduct Stakeholders consulatation to stengthen the GAD policy and PAPs. | Number of Stakeholders consultation conducted | Target and Identified Partners | GAD unit, ESD | 1 Stakeholder Consultation Conducted | Virtual Stakeholder Consulation | P50,000.00 |
| | Forge partnership with the identified GAD Stakeholders | Number of Forge MOA/MOU with GAD Stakeholders for partnership | Target and Identified Partners | GAD, ESD | At least 1 partner with MOA/MOU | Partnership with LGU, CHED and PCW for strengthening GAD mainstreaming | P150,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Additional 2 municipalities were scanned: New Bataan, Montevista | Conduct an external stakeholder scanning within the province | P50,000.00 | | | | | | |
| 1 Stakeholder Consultation Conducted | Stakeholder Consultation | P50,000.00 | 1 Stakeholder Consultation Conducted | Stakeholder Consultation | 3,000.00 | 1 Stakeholder Consultation Conducted | Stakeholder Consultation | P50,000.00 |
| At least 1 active partnership with MOA/MOU | Partnership with LGU, CHED and PCW for strengthening GAD mainstreaming | P150,000.00 | At least 1 active partnership with MOA/MOU | Partnership with LGU, CHED and PCW for strengthening GAD mainstreaming | P150,000.00 | At least 2 partners with MOA/MOU | Partnership with LGU, CHED and PCW for strengthening GAD mainstreaming | P150,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| | | | | | |
| 1 Stakeholder Consultation Conducted | Stakeholder Consultation | P50,000.00 | 1 Stakeholder Consultation Conducted | Stakeholder Consultation | P50,000.00 |
| At least 2 active partnerships with MOA/MOU | Partnership with LGU, CHED and PCW for strengthening GAD mainstreaming | P150,000.00 | At least 2 active partnerships with MOA/MOU | Partnership with LGU, CHED and PCW for strengthening GAD mainstreaming | P150,000.00 |

| GENDER ISSUE/ GAD MANDATE | GAD OUTCOME/ RESULT STATEMENT | INDICATOR | BASELINE | RESPONSIBLE UNIT/ OFFICE | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| | | | | | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Absence of GAD mainstreaming consortium in the province | Create a provincial wide consortium for efficient and effective mainstreaming of GAD related concerns and issues | Creation of Davao De Oro GAD Mainstreaming Consortium (DDOGMC) | Target and Identified Partners | GAD, information unit | - | - | - |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Conduct an Inception meeting with Partners | Communication and Planning activity | P50,000.00 | Conduct a commitment and organization planning with partners | organizational planning and commitment activity | P50,000.00 | 1 MOA forge for the creation of DDOGMC | Consortium Membership launching and MOA signing | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| 1 activity conducted adhered to the vision of the DDOGMC | Conduct of GAD related concern and actvity | P50,000.00 | 1 activity conducted adhered to the vision of the DDOGMC | Conduct of GAD related concern and actvity | P50,000.00 |

| GENDER ISSUE/ GAD MANDATE | GAD OUTCOME/ RESULT STATEMENT | INDICATOR | BASELINE | RESPONSIBLE UNIT/ OFFICE | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| | | | | | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Lack of GAD Mainstreaming to the populace/community | Strengthen the Gender Responsive Extension Program (GREP) of the College | Number of social awareness conducted on Gender related concern and issues | | GAD, ESD | At least 2 activities conducted | Training and Seminars on Gender related concern and issues | P50,000.00 |
| | | Integrate a gender fair approach on the extension program implementation | Approved Extension Proposal | GAD, ESD | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the extension progam implementation | P50,000.00 |
| | Strengthen the Gender Responsive Research Program (GREP) of the College | Integrate a gender fair approach on the research progam implementation | Approved Research Proposal | GAD, RD Division | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the research PAPs implementation | P50,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| At least 2 activities conducted | Training and Seminars on Gender related concern and issues | P50,000.00 | At least 2 activities conducted | Training and Seminars on Gender related concern and issues | P50,000.00 | At least 2 activities conducted | Training and Seminars on Gender related concern and issues | P50,000.00 |
| Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the extension program implementation | P50,000.00 | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the extension program implementation | P50,000.00 | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the extension program implementation | P50,000.00 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the research PAPs implementation | P50,000.00 | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the research PAPs implementation | P50,000.00 | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the research PAPs implementation | P50,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| At least 2 activities conducted | Training and Seminars on Gender related concern and issues | P50,000.00 | At least 2 activities conducted | Training and Seminars on Gender related concern and issues | P50,000.00 |
| Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the extension progam implementation | P50,000.00 | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the extension progam implementation | P50,000.00 |
| Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the research PAPs implementation | P50,000.00 | Monitored all the implemented and evaluate all the completed | monitoring and evaluation on the gender fair approach on the research PAPs implementation | P50,000.00 |

| GAD GOAL NO. 7 | Provision of GAD compliant facilities. | | | | YEAR 1 | | |
|---|---|---|---|---|---|---|---|
| GENDER ISSUE | GAD OUTCOME | INDICATOR | BASELINE | RESPONSIBLE OFFICE | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Inadequate physical facilities that will cater the needs of both women and men stakeholders in terms of administration and governance, student services, instruction, research, extension and production | Sufficient physical facilities will be provided that are gender-friendly that will benefit both women and men stakeholders | Number of campuses with child- minding center | None | Office of the College President, Office of the Chief for Administration and Finance | One campus of the College has established child-minding center | Propose budget for the establishment of child-minding center<br><br>Establishment of child-minding center<br><br>Issuance of policy of the establishment and utilization of the child-minding center | P100,000.00 |
| | Sufficient physical facilities will be provided that are gender-friendly that will benefit both women and men stakeholders | Number of campuses with lactation room | Main and New Bataan Campus located at the Clinic | Office of the College President, Office of the Chief for Administration and Finance | One campus of the College has established lactation room | Propose budget for the establishment of lactation room<br><br>Establishment of lactation room<br><br>Issuance of policies of the establishment and utilization of the lactation room | P100,000.00 |
| | Sufficient physical facilities will be provided that are gender-friendly that will benefit both women and men stakeholders | Number of campuses with women's desk | None | Office of the College President, Office of the Chief for Administration and Finance | One campus of the College has established women's desk | Propose budget for the establishment of women's desk<br><br>Establishment of women's desk<br><br>Issuance of policies for the establishment and utilization of women's desk | P300,000.00 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Sufficient physical facilities that are gender-friendly that will benefit both women and men stakeholders | Percetage of campuses with GAD Resource Center | None | Office of the College President, Office of the Chief for Administration and Finance | One campus of the College has GAD Resource Center | Propose budget for the establishment of GAD Resource Center<br><br>Establishment of GAD Resource Center<br><br>Issuance of policies in the establishment and utilization of GAD Resource Center<br><br>Establish linkages to external partners<br><br>Conduct of research related to gender and development<br><br>Attendance to trainings and seminars of GAD personnel<br><br>Conduct of GAD Analysis<br><br>Dissemination of GAD related materials<br><br>Adopting the GREAT Women Project in partnership with the Extension Division<br><br>Evaluation of the GAD Resource Center | P500,000.00 |

| YEAR 2 | | | YEAR 3 | | | YEAR 4 | | |
|---|---|---|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| Two campuses of the College have established child-minding center | Propose budget for the establishment of child-minding center<br><br>Establishment of child-minding center<br><br>Issuance of policy of the establishment and utilization of the child-minding center | P100,000.00 | Three campuses of the College have established child-minding center | Propose budget for the establishment of child-minding center<br><br>Establishment of child-minding center<br><br>Issuance of policy of the establishment and utilization of the child-minding center | P100,000.00 | Four campuses of the College have established child-minding center | Propose budget for the establishment of child-minding center<br><br>Establishment of child-minding center<br><br>Issuance of policy of the establishment and utilization of the child-minding center | P150,000.00 |

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|---|---|---|---|---|---|---|---|---|
| | | | | Evaluation of the child-minding center | | | | |
| Two campuses of the College have established lactation room | Propose budget for the establishment of lactation room<br><br>Establishment of lactation room<br><br>Issuance of policies of the establishment and utilization of the lactation room | P100,000.00 | Three campuses of the College have established lactation room | Propose budget for the establishment of lactation room<br><br>Establishment of lactation room<br><br>Issuance of policies of the establishment and utilization of the lactation room<br>Evaluation of the lactation room | P100,000.00 | Four campuses and one external campus of the College have established lactation room | Propose budget for the establishment of lactation room<br><br>Establishment of lactation room<br><br>Issuance of policies of the establishment and utilization of the lactation room | P200,000.00 |
| Two campuses of the College have established women's desk | Propose budget for the establishment of women's desk<br><br>Establishment of women's desk<br><br>Issuance of policies for the establishment and utilization of women's desk | P300,000.00 | Three campuses of the College have established women's desk | Propose budget for the establishment of women's desk<br><br>Establishment of women's desk<br><br>Issuance of policies for the establishment and utilization of women's desk<br>Evaluation of the women's desk | P300,000.00 | Four campuses and one external campus of the College have established women's desk | Propose budget for the establishment of women's desk<br><br>Establishment of women's desk<br><br>Issuance of policies for the establishment and utilization of women's desk | P500,000.00 |

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|---|---|---|---|---|---|---|---|---|
| Two campuses of the College have GAD Resource Center | Propose budget for the establishment of GAD Resource Center<br><br>Establishment of GAD Resource Center<br><br>Issuance of policies in the establishment and utilization of GAD Resource Center<br><br>Establish linkages to external partners<br><br>Conduct of research related to gender and development<br><br>Attendance to trainings and seminars of GAD personnel<br><br>Conduct of GAD Analysis<br><br>Dissemination of GAD related materials<br><br>Adopting the GREAT Women Project in partnership with the Extension Division<br><br>Evaluation of the GAD Resource Center | P500,000.00 | Three campuses of the College have GAD Resource Center | Propose budget for the establishment of GAD Resource Center<br><br>Establishment of GAD Resource Center<br><br>Issuance of policies in the establishment and utilization of GAD Resource Center<br><br>Establish linkages to external partners<br><br>Conduct of research related to gender and development<br><br>Attendance to trainings and seminars of GAD personnel<br><br>Conduct of GAD Analysis<br><br>Dissemination of GAD related materials<br><br>Adopting the GREAT Women Project in partnership with the Extension Division<br><br>Evaluation of the GAD Resource Center | P500,000.00 | Four campuses and one extension campus of the College have GAD Resource Center | Propose budget for the establishment of GAD Resource Center<br><br>Establishment of GAD Resource Center<br><br>Issuance of policies in the establishment and utilization of GAD Resource Center<br><br>Establish linkages to external partners<br><br>Conduct of research related to gender and development<br><br>Attendance to trainings and seminars of GAD personnel<br><br>Conduct of GAD Analysis<br><br>Dissemination of GAD related materials<br><br>Adopting the GREAT Women Project in partnership with the Extension Division<br><br>Evaluation of the GAD Resource Center | P700,000.00 |

| YEAR 5 | | | YEAR 6 | | |
|---|---|---|---|---|---|
| TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET | TARGET | PROGRAM / PROJECT / ACTIVITY | ESTIMATED BUDGET |
| One external campus of the College have established child-minding center | Propose budget for the establishment of child-minding center<br><br>Establishment of child-minding center<br><br>Issuance of policy of the establishment and utilization of the child-minding center | P150,000.00 | Evaluation of child-minding center | Evaluate the child-minding center established from year 4-5. | P50,000.00 |
| One external campus of the College have established lactation room | Propose budget for the establishment of lactation room<br><br>Establishment of lactation room<br><br>Issuance of policies of the establishment and utilization of the lactation room | P150,000.00 | Evaluation of lactation room | Evaluate the lactation room established from year 4-5. | P50,000.00 |
| One external campus of the College have established women's desk | Propose budget for the establishment of women's desk<br><br>Establishment of women's desk<br><br>Issuance of policies for the establishment and utilization of women's desk | P150,000.00 | Evaluation of women's desk | Evaluate the women's desk established from year 4-5. | P50,000.00 |

| | | | | | |
|---|---|---|---|---|---|
| One external campus of the College have established GAD Resource Center | Propose budget for the establishment of GAD Resource Center<br><br>Establishment of GAD Resource Center<br><br>Issuance of policies in the establishment and utilization of GAD Resource Center<br><br>Establish linkages to external partners<br>Conduct of research related to gender and development<br><br>Attendance to trainings and seminars of GAD personnel<br><br>Conduct of GAD Analysis<br><br>Dissemination of GAD related materials<br><br>Adopting the GREAT Women Project in partnership with the Extension Division<br><br>Evaluation of the GAD Resource Center | P500,000.00 | Evaluation of GAD Resource Center | Propose budget for the establishment of GAD Resource Center<br><br>Establishment of GAD Resource Center<br><br>Issuance of policies in the establishment and utilization of GAD Resource Center<br><br>Establish linkages to external partners<br><br>Conduct of research related to gender and development<br><br>Attendance to trainings and seminars of GAD personnel<br>Conduct of GAD Analysis<br><br>Dissemination of GAD related materials<br><br>Adopting the GREAT Women Project in partnership with the Extension Division<br><br>Evaluation of the GAD Resource Center | P100,000.00 |

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**HON. DEXTER ANGELO V. JOCOM**

Member, DDOSC BOT

Private Sector Representative

**DR. MARICAR R. CASQUEJO, CESO III**

Member, DDOSC BOT

CHED XI Regional Director

**MR. JOSHUA P. ELARDO**

Board Secretary, DDOSC BOT