



# CVSC GAD MANUAL

**APPROVED**

per CVSC BOT Resolution No. 017, series 2019  
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subject to: \_\_\_\_\_  
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**For: CHRISTIE JEAN V. GANIERA, Ed.D.**

College President

Compostela Valley State College

Compostela, Compostela Valley

### **CERTIFICATION**

This is to CERTIFY that the **Gender and Development (GAD) Manual** has been found after cursory review that the provisions stipulated therein and the corresponding penalties and disciplinary actions, imposition are just and fair policies, there be no controversial legal implications and no Human Rights discrimination.

This is to CERTIFY FURTHER that the Manual has envisioned to attain genuine gender impartiality and equality.

Done this 19<sup>th</sup> day of June, 2019, at Compostela, Compostela Valley Province.

  
**ATTY. REYNALDO Q. CASTILLO**

Published in 2018.  
Jhonnell P. Villegas

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## Table of Contents

Introduction .....	1
GAD Office mandate .....	1
GAD Vision, Mission and Goals .....	1
Official Logo .....	2
Rationale .....	3
Definition of Terms .....	6
GAD Focal Point System .....	14
Functions of the GFPS .....	15
GAD Focal Committee .....	17
Curriculum Development .....	21
Gender Responsive Research Program .....	24
Gender Responsive Extension Program .....	27
International Linkages .....	31
GAD Planning and Budgeting .....	32
GAD Database .....	33
Gender Fair Language .....	36
Sexual Harassment and Other Related Sexual Offenses .....	37
CODI and its Functions .....	37
Composition .....	38
Standard Procedural Requirements and Compliance	
With Due Process .....	38
Responsibilities of the CODI .....	43
Reportorial Requirements to CHED, CSC and DOLE .....	43



## **GENDER AND DEVELOPMENT**

*The Gender and Development (GAD) Office is mandated to carry out gender and development programs, projects and activities (PPAs). It cuts across the trifocal function of Higher Education Institutions (HEIs): in the development of gender-responsive curricular offerings, purposive research outputs, and sustainable extension services that address gender-specific needs.*

### **VISION**

*A prime mover of social change towards gender equality and empowerment in the Davao Region.*

### **MISSION**

*GAD Office is committed to inculcating a culture of respect to gender diversity, gender-appropriate values, and gender equality through gender-sensitive and gender-responsive policies and programs.*

### **GOALS**

G1	<b><i>Academics</i></b>	Integration of gender and development concepts in the curriculum
G2	<b><i>Student Development</i></b>	Development of gender-sensitive students, laden with gender-appropriate values
G3	<b><i>Human Resource Development</i></b>	Enhanced faculty and staff competence in designing gender-sensitive learning and working environment
G4	<b><i>Research</i></b>	Publication of purposive, gender-responsive research outputs
G5	<b><i>Community Extension</i></b>	Alleviation of the socio-economic status of the vulnerable groups and their families
G6	<b><i>Physical Resources</i></b>	Establishment of gender-friendly physical environment

## OFFICIAL LOGO

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*Figure 1. The Official Logo of the Gender and Development (GAD) Office*

The Official Logo, otherwise referred to as the “GAD Logo” shall be the identity or primary insignia of the office. It shall be displayed in all official documents of the office such as, but not limited to: Plans and Budget, Accomplishment Reports, Advisories, Memoranda, and Letters of Communication.

This GAD Logo symbolizes gender equity and equality as an overarching principle in all endeavors of the office, as illustrated by the “equal sign” at the center. The “blue arrow” indicates masculinity, whilst the “pink cross” implies femininity – both are deemed equal in the lens of gender and development.



## RATIONALE

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The Philippines, being a State Party to the United Nations (UN) Conventions on the Elimination of all Forms of Discrimination Against Women (CEDAW), which it 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 a 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 sphere 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 in 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, and more important, in the institutionalization of 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, and 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, identify 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 Compostela Valley State College (CVSC) to institutionalize the mandates of Gender and Development. This Manual introduce and institutionalize gender equality, and gender



responsiveness and sensitivity in the various aspects of 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.

## DEFINITION OF TERMS

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As defined in this Manual, the following terms shall be understood to mean:

**Beijing Platform for Action (BFPA)** – refers to the document of the Fourth World Conference on Women in Beijing, China in 1995 adopted in consensus by the United Nations. It represents the international community's commitment towards the promotion of the women's welfare and aims at accelerating the implementation of the Nairobi Forward-Looking Strategies for the Advancement of Women. (PCW)

**Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)** – refers to an international bill of rights of women adopted in 1979 by the United Nations General Assembly. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women sets up an agenda for national action to end such discrimination. ([www.un.org](http://www.un.org))

**Discipline** – refers to a field of study.

**Enrollment Data** – refers to the total number of students who register/enlist in a school year. (2006 Glossary of Commonly Used Terms in Education Statistics)

**Gender** – refers to the roles and responsibilities of men and women that are created in the family, society, and culture. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time, and they vary within and between cultures. Systems of social differentiation such as political status, class, and ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because applied to social analysis; it reveals how women's subordination can be changed or ended. Gender is not biologically predetermined nor is it fixed forever. (UNESCO)



**Gender Analysis** – refers to a framework to compare the relative advantage and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system. It also takes into account how class, age, race, ethnicity, culture, social and other factors interact with gender to produce discriminatory results. (PCW MC 2010-01)

**Gender and Development (GAD)** – refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of the human rights, support of self-determination and actualization of human potential. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles ascribed to women and men; contents that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal and political rights. (MCW)

**GAD Focal Point System** – refers to an interacting and interdependent group of people in all government instrumentalities tasked to catalyze and accelerate gender mainstreaming. It is a mechanism established to ensure and advocate to guide, coordinate and monitor the development, implementation, review, and updating of their GAD plans and GAD-related programs, activities and projects. (PCW MC 2011-01)

**GAD Plan and Budget** – refers to a systematic approach to gender mainstreaming carried out by all government instrumentalities through the annual development and implementation of programs, activities, and projects, and addressing gender issues and concerns in their respective organizations, sectors and constituencies by utilizing at least 5% of their total budget allocation. (PCW MC 2011-01)

**GAD Resource Center (GRC)** – refers to institutional mechanisms employed earlier by the PCW, then still called the National Commission on the Role of Filipino Women, as depositories of gender-related information and materials in select state universities and colleges in the regions. (GAD Planning and Budgeting- Adding Value to Governance: GAD Budget Policy Compliance Report 2001-2002, NCRFW, 2002)

**Gender Equality** – refers to the principle asserting the equality of men and women and their right to enjoy equal conditions realizing their full human potential to contribute to and benefit from the results of development, and with the State recognizing that all human beings are free and equal in dignity and rights. (MCW and PCW MC 2011-01)

**Gender Mainstreaming** – refers to the strategy to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. It is a process of assessing the implications for women and men of any planned action, including legislation, policies, or programs in all areas and at all levels. (MCW and PCW MC 2011-01)

**Gender-Responsive Curricular Program (GRCP)** – refers to a curriculum that shall prevent all forms of gender-based discrimination in instruction, research, extension, as well as in marketing methods and the use of promotional materials. It ensures the promotion of “women’s empowerment” to be undertaken through the “provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation.”(CHED)



**Gender-Responsive Research Program (GRRP)** – refers to a collaborative, purposive research activities conducted by various members of HEIs to contribute to the empowerment of identified communities that they may eventually by themselves, achieve gender-responsive development and inclusive growth. It envisions a community of people possessing the core value of gender equality. GRRP is part of the Gad and Research programs of HEIs that are intended to initiate, catalyze and sustain the development of various individuals or communities using the institution's expertise and available resources. (CHED)

**Graduates Data** – refers to the total number of students who have completed the requirements of a particular program.

**Higher Education Institution (HEI)** – refers to an institution of higher learning that primarily offers degree programs classified as follows:

- **Public HEIs** – institutions offering higher education programs established and operated under the supervision of the Philippine Government, sub-classified as:
  - **State University/College (SUC)** – a chartered higher education programs established by law, administered, and financially subsidized by the government.
  - **Local University and College (LUC)** – a public higher education institution established by the local government through an appropriate resolution/ordinance and financially supported by the local government concerned.
  - **Special Public HEI (SP)** – a category of public organizations offering higher education programs related to public service in pursuance of the public mandates of their parent agencies which are operated and controlled by special laws that created them. As SP HEI provides special academic, research and technical assistance programs, such as public/business management, internal security, military science, and national defense. Examples are the Development Academy of the Philippines (DAP), Philippine Military Academy (PMA), Philippine

National Police Academy (PNPA), Philippine Public Safety College (PPSC) and National Defense College of the Philippines (NDCP).

- **Other Government School (OGS)** – any public secondary and post-secondary education institution which is usually a technical-vocational education institution that offers higher education programs.
- **Private HEIs** – refers to institutions offering higher education programs duly incorporated, owned and operated by private entities. (2006 Glossary of Commonly Used Terms in Education Statistics)

**Magna Carta for Women (Republic Act No. 9710)** – refers to the Philippines comprehensive women's human rights law that seeks to eliminate discrimination against women by recognizing, protecting, fulfilling and promoting the rights of women, especially those in 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, respectively. It was signed into law by President Gloria Macapagal-Arroyo on August 14, 2009. (PCW and Civil Service Commission)

**Marginalized** – refers to the basic, disadvantaged or vulnerable persons or groups who are mostly living in poverty and have little or no access to law and other resources, basic social and economic services such as health care, education, water and sanitation, employment and livelihood opportunities, housing, social security, physical infrastructure, and the justice system. (MCW)

**National Higher Education Research Agenda (NHERA)** – refers to the policies, directions, priorities, and thrust of Philippine higher education research in the medium to long term. It encourages networking among HEIs, with each network focusing on themes wherein the members are or can be good at. It promotes the partnership/collaboration of HEIs with other research institutions, local and foreign, as well as with industry and private laboratories, for the conduct of research, and application of research outputs. (CHED)



**Program** – refers to a degree, which leads to academic credentials such as a bachelor's degree, a master's degree or doctorate. (The Revised CHED Data Element Manual, March 2005)

**Research Grants Guidelines** – as provided by NHERA, are categorized as follows:

- *Grants-in-Aid (GIA)* – grants for researches that fall within the national or zonal priorities/agenda identified by CHED. Priority is given to research proposals submitted by HEIs. Proposals for GIA are processed by the Research Centers identified by the Commission, in cooperation with the Office of Planning, Research and Knowledge Management (OPRKM).
- *Commissioned Research* – grants awarded to institutions/individuals with a proven track record in research based on the topics/issues/problems identified by the Commission as important/vital to the pursuit of its mandates. Proposals for commissioned research are processed by the OPRKM-Research Management Division (RMD).
- *Visiting Research Fellowships* – grants awarded to outstanding research professors in HEIs across various disciplines in recognition of their significant contributions and outputs in the academic and research community. Proposals for Visiting Research Fellowship are processed by the OPRKM-RMD.
- *Research Professional Chairs* – recognition is given to outstanding research professors in HEIs through grants of Research Professional Chairs. The title of Research Professors remains with the Professor for as long as he/she remains actively engaged in CHED-funded research. The result of his/her research will be published in a journal accredited by CHED's Journal Accreditation Service, search and selection shall be done at the OPRKM-RMD.
- *Thesis/Dissertation Grants* – grants awarded to deserving faculty to support and enable them to do their thesis/dissertation and earn their master/Ph.D. degrees from Centers of Development/Centers of Excellence.

**Research Program or Agenda** – refers to the key deliverables of an HEI in addressing

its tri-functions. It sets out development priorities for the medium to long term, including measures of enhancing networking and clustering of the capacity and resources in the HEI. (CHED)

**Rights-Based Approach** – refers to the recognition of every human being both as a person and as a rights-holder. It strives to secure the freedom, well-being, and dignity of all people, everywhere, within the framework of essential human rights standards, principles, duties, and obligations. (PCW MC 2011-01)

**Sex-Disaggregated Data** – refers to data that is collected and presented separately on men and women. (UNESCO)

**Social Protection** – refers to policies and programs that seek to reduce poverty and vulnerability to risks and enhance the social status and rights of all women, especially the marginalized by promoting and protecting livelihood and employment, protecting against hazards and sudden loss of income, and improving people's capacity to manage risks. Its components are labor market programs, social insurance, social welfare, and social safety nets. (MCW)

**Substantive Equality** – refers to the full and equal enjoyment of rights and freedoms contemplated under the Magna Carta of Women. It encompasses *de jure* and *de facto* equality and also equality in outcomes. (MCW)

**Women's Empowerment** – refers to the provision, availability and accessibility of opportunities, services, and observance of human rights which enable women actively participate and contribute to the political, economic, social, and cultural development of the nation as well as those which shall provide them equal access to ownership, management, and control of production, and of material and informational resources and benefits in the family, community, and society. (MCW) It is the process and condition by which women mobilize to understand, identify and overcome gender discrimination to achieve equality in welfare and equal access to resources. In the context, women become agents of



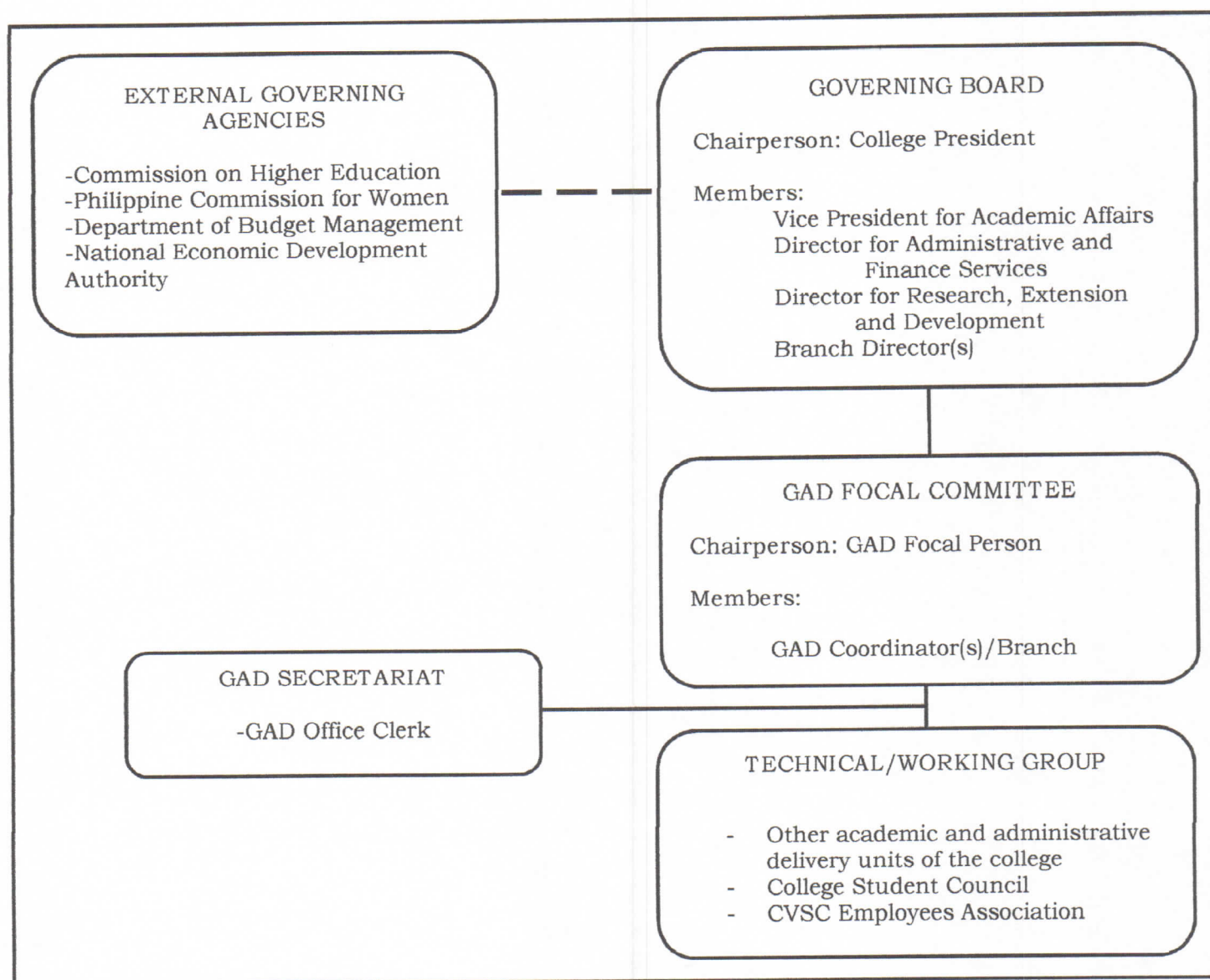
development and not just beneficiaries, enabling them to make decisions based on their views and perspectives. (PCW MC 2011-01)

**Violence Against Women** – refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life. It shall be understood to encompass, but not be limited to the following:

- Physical, sexual, psychological, and economic violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, and other traditional practices harmful to women, non-spousal violence, and violence related to exploitation;
- Physical, sexual, psychological, and economic violence occurring within the general community including rape, sexual abuse, sexual harassment, and intimidation at work, in educational institutions and elsewhere, trafficking in women, and prostitution; and
- Physical, sexual, and psychological violence perpetrated or condoned by the State, wherever it occurs. It also includes acts of violence against women as defined in Republic Acts No. 9208 and 9262. (MCW)

## GAD FOCAL POINT SYSTEM (GFPS)

The GAD Focal Point System (GFPS) is an interacting and interdependent group of people in all government agencies tasked to catalyze and accelerate gender mainstreaming within the agency. The GFPS is expected to advocate, guide, coordinate, and monitor the development, implementation, review and updating of their GAD plans and GAD-related programs, activities and projects (PAPs) (Philippine Commission for Women, 2016).



**Figure 2.** Organizational Structure of the GAD Focal Point System (GFPS)



## **Functions of the GFPS**

### **The Chairperson shall:**

- A. Present to the highest governing board policies, programs and/or recommendations if so require;
- B. Issue policies or other directives that support GAD Mainstreaming;
- C. Approve GAD Plans and Budget;
- D. Certify the implementation of GAD Programs, Projects and Activities (PPAs) and GAD Accomplishments; and
- E. Perform other functions as may be required by law and other issuances.

### **The Members of the Governing Board shall:**

- A. Review policies for recommendation by the College President to the highest governing board if necessary;
- B. Recommend for approval by the College President the proposed GAD PPAs of their respective cluster;
- C. Ensure timely submission of GAD-related reports;
- D. Ensure effective and efficient implementation of GAD PPAs; and
- E. Perform other functions as may be required by law and other issuances.

### **The GAD Focal Committee shall:**

- A. Lead in mainstreaming gender perspective in the college policies, plans and programs;
- B. Ensure assessment of gender responsiveness of the college based on the needs and concerns of various stakeholders;
- C. Lead in monitoring and evaluating the gender sensitivity/responsiveness of proposed GAD;
- D. PPA for endorsement to the appropriate Governing Board Member/s and to the Governing Board Chair;
- E. Lead in monitoring the judicious use of GAD Fund;
- F. Formulate recommendations in the implementation of GAD plan and budget;

- G. Ensure the establishment and maintenance of sex-disaggregated data or GAD Database;
- H. Spearhead the preparation of GAD Plan and Budget;
- I. Strengthen external links with other agencies including regional and attached agencies;
- J. Promote and actively pursues the participation of women in various steps of development planning;
- K. Assist in capability development and provision of technical assistance as needed;
- L. Monitor and directs the Secretariat; and
- M. Perform other functions as may be required by law and other issuances.

**The Technical/Working Group shall:**

- A. Formulate college/office/unit-based GAD PPAs and facilitates its implementation;
- B. Lead the conduct of advocacy activities;
- C. Maintain sex-disaggregated data;
- D. Prepare and consolidate their respective GAD Plan and Budget and Accomplishment Report;
- E. Provide regular updates and recommendations to the GAD Focal Committee; and
- F. Perform other functions as may be required by law and other issuances.

**The GAD Secretariat shall:**

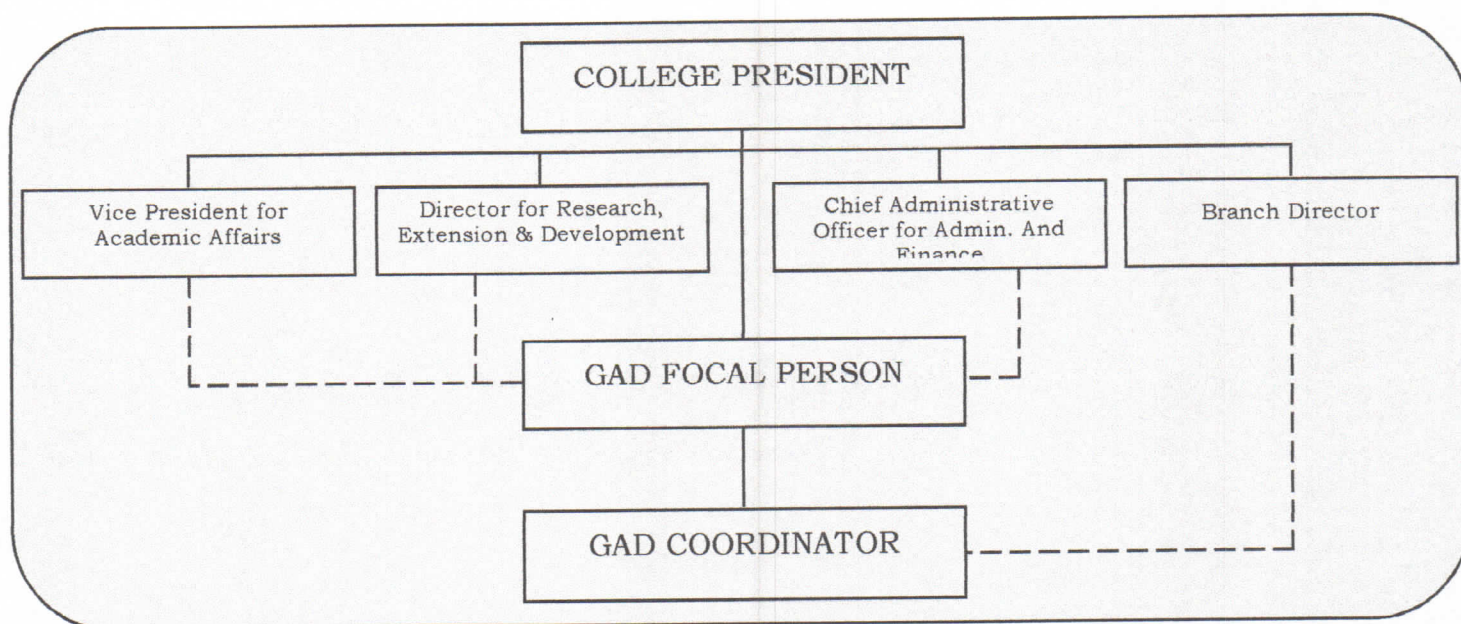
- A. Assist in the coordination, monitoring and implementation of GAD PPAs;
- B. Consolidate the university GAD Plan and Budget and Accomplishment Report;
- C. Encode the college GAD Plan and Budget for submission to various monitoring agencies;
- D. Consolidate sex-disaggregated data reports from colleges/offices/units; and
- E. Perform other functions as may be required by law and other issuances.



## GAD FOCAL COMMITTEE

### Composition

A **GAD Coordinator** shall be designated in every branch who shall coordinate with the **Branch Director** and directly report to the **GAD Focal Person** whose official post is at the Main Campus. Meanwhile, the GAD Focal Person shall directly report to the **College President**, but shall coordinate with the **Director for Research, Extension and Development** for matters related to research and extension; with the **Director for Administrative Services**; and with the **Vice-President for Academic Affairs** for matters related to instruction.



**Figure 3.** Organizational Structure of the Gender and Development (GAD) Office

### Qualifications

The qualifications set herein should be met by any personnel who shall be designated in the positions stated hereafter. Their appointment, however, shall remain under the discretion of the College President or any competent authority.

### **GAD Focal Person**

The GAD Focal Person shall be designated by the College President based on the following qualifications:

- A. A holder of regular faculty plantilla position;
- B. A graduate of master's degree in any discipline;
- C. Must have at least two (2) years of academic or teaching experience;
- D. Must have at least two (2) years of administrative experience; and
- E. Must have at least sixteen (16.0) hours of relevant seminars and/or trainings.

### **GAD Coordinator**

The GAD Coordinators may be recommended by the GAD Focal Person and duly designated by the College President based on the following qualifications:

- A. A holder of regular faculty plantilla position;
- B. A graduate of master's degree in any discipline;
- C. Must have at least one (1) year of academic or teaching experience;
- D. Must have at least one (1) year of administrative experience; and
- E. Must have at least eight (8.0) hours of relevant seminars and/or trainings.

### **Term of Office**

Each designated personnel is entitled for a maximum of three (3) years term of office, subject for renewal by the College President. Should the need arise, these personnel shall be replaced only by those trained and capacitated to ensure continuity in the implementation of the institution's GAD Program.

### **Functions and Responsibilities**

#### **GAD Focal Person**

- A. Assess the gender-responsiveness of policies, strategies, and projects, programs and activities (PPAs) of the college based on priority needs and concerns, and formulate recommendations and implementation of such;
- B. Set appropriate systems and mechanisms to ensure generation, processing, review, and updating of sex-disaggregated data or GAD database to serve as basis in performance-based gender-responsive planning;



- C. Spearhead the preparation of the annual performance-based GAD Plans, Programs, and Budget in response to the women and gender issues of their faculty, staff and students, following the format and procedure prescribed by the Philippine Commission for Women (PCW);
- D. Monitor the effective implementation of the GAD Code and any other GAD-related policies, and the annual GAD Plans, Programs and Budget;
- E. Lead the preparation of the annual GAD Accomplishment Report and other GAD reports which may be required by the College, Commission on Higher Education (CHED) and Philippine Commission for Women (PCW);
- F. Promote and actively pursue participation of women and all genders in various stages of development planning cycle;
- G. Ensure that all personnel of the college are capacitated on GAD;
- H. Strengthen external links with other agencies;
- I. Perform other related functions which may be delegated by competent authority.

#### **GAD Coordinator**

- A. Participate in the assessment of the gender-responsiveness of policies, strategies, programs, activities, and projects of the College based on priority needs and concerns, and the formulation of recommendations and implementation of such;
- B. Prepare GAD Plan and Budget and Annual Accomplishment Report in their respective campuses;
- C. Design appropriate and relevant programs, projects and activities (PPAs) for their respective campuses anchored on the mandates of the GAD Office;
- D. Spearhead the implementation of GAD PPAs in their respective campuses;
- E. Lead in monitoring the effective implementation of GAD Code and any other GAD-related policies, and the annual GAD Plans, Programs and Budget in their respective campuses;
- F. Participate in setting up appropriate systems and mechanisms to ensure generation, processing, review, and updating of sex-disaggregated data or GAD database to serve as basis in performance-based gender-responsive planning;

- G. Coordinate with the GAD Focal Person all matters concerning the GAD Office;
- H. Perform other related functions as may be designated by the Focal Person, College President or any competent authority.

### **Funding Requirements of the GFPS**

The College's GAD Budget is at least 5% of the approved General Appropriations Act (GAA) for the fiscal year, in accordance with Section 36 of the MCW and joint circulars on GAD Planning and Budgeting issued by the Department of Budget Management, National Economic Development Authority and PCW.



## **CURRICULUM DEVELOPMENT**

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Pursuant to Section 13 of the MCW, the College “shall ensure that gender stereotypes and images in educational materials and curricula are adequately and appropriately revised. Gender-sensitive language shall be used at all times. Capacity-building on gender and development (GAD), peace and human rights, education for teachers, and all those involved in the education sector shall be pursued toward this end. Partnerships between and among players of the education sector, including the private sector, churches, and faith groups shall be encouraged.

The College therefore shall ensure that the following obligations are fulfilled:

- A. Respect the rights of women as human rights and respect the fundamental rights of women;
- B. Refrain from discriminating against women and violating their rights;
- C. Protect women against discrimination and from violation of their rights by private corporations, entities, and individuals; and
- D. Promote and fulfil the rights of women in all spheres, including their rights to substantive equality and non-discrimination (MCW, Section 5).

Towards this end, the College shall promote and develop Gender-Responsive Curricular Programs (GRCPs) that prevent all forms of gender-based discrimination in instruction, research, extension, as well as in marketing methods and the use of promotional materials. It likewise ensures the promotion of gender equality and women’s empowerment through the “provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of this nation.” (MCW, Section 4-A)

### **Gender Mainstreaming Strategies**

To ensure the gender responsiveness of curricular programs, the College shall include gender mainstreaming strategies in the institutional development plans. All employees of the College shall undergo regular and continuing gender-sensitivity seminars to include, among others:

- A. Training in gender analysis of sexism and other forms of gender biases in curricular design, learning materials, pedagogical practices and disciplinary policies;
- B. Training in mainstreaming relevant and adequate gender-related topics into existing/ongoing courses across various disciplines; and
- C. Training in the development of gender-responsive student performance monitoring guidelines and tools.

### **Library and Learning Materials**

The development of gender-responsive curricular programs shall be complemented by the provision of adequate and accessible library and related learning materials across various disciplines and educational levels. The College shall make available to the students non-sexist textbooks and other academic materials in history, sociology, psychology, engineering, agriculture, environment and all other academic programs approved by CHED. Faculty members shall develop gender-fair learning materials that use gender-sensitive language.

### **Related Activities**

The College shall actively participate in GAD-related conferences, conventions, meetings and fora organized by scientific and professional organizations, particularly those endorsed by CHED and PCW. These activities shall ensure the College's access to new information and analytical tools related to the enhancement of its GRCP. Such activities shall be included in the College's institutional development plans for which sufficient budgetary requirement will be provided.

### **Technical Panel on Gender and Women Studies (TPGWS)**

To facilitate the development of GRCPs, the College shall create a Technical Panel on Gender and Women Studies (TPGWS) whose specific functions include the:

- A. Review of proposed course offerings, research proposals and extension projects;
- B. Review of gender-responsive curriculum and instructional plans, and



- C. Provision of technical assistance in mainstreaming gender-sensitive principles and topics into curricular proposals and amending existing courses.

### **Budgetary and Planning Requirements**

The activities designed to ensure the College's curricular program is gender-responsive (i.e. policy development, capacity building, curriculum planning and development, and monitoring and evaluation) shall be included in the fiscal year's GAD Plan and Budget.

## **GENDER RESPONSIVE RESEARCH PROGRAM**

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The College shall support policies, researches, technology, and training programs and other support services such as financing, production, and marketing to encourage active participation of women in national development.

The need for gender-responsive research programs is underscored as well in the provision for support to relevant on women's right to health (Section 20-b) and women-friendly and sustainable agriculture technologies. (Section 23)

These Guidelines for a Gender-Responsive Research program (GRRP) complement the NHERA, which establishes the general policies on higher education research, identifies the strategies and initiatives to develop the research capacity and enhance research productivity of HEIs, and identifies priority areas for research and research-related programs. The NHERA applies research projects eying CHED assistance.

### **General Policy**

The College shall develop a policy to mainstream gender equality and the principles of women's empowerment into its research programs, in accordance with its respective thrusts and mandates, and vision, mission and philosophy statements. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of the College's efforts to incorporate a gender perspective into its research projects and activities. The College may convene its administrative or research councils for the foundation of such GRRP policy.

### **Gender-Responsive Research Programs (GRRP)**

As the blueprint for integrating GAD in the institutional research agenda, the GRRPs of the College shall consider the following:

- A. Priority research areas as defined in the NHERA and respective CHED Memorandum Orders (CMOs) of the disciplinal program;
- B. Institutionalization of GAD database with sex-disaggregated data and gender statistics in all research activities, as necessary;
- C. GAD Policy and Program assessment and evaluation;



- D. Establishment of an Ethics Board that will review gender sensitivity in research activities;
- E. GAD guidelines on ethical standards in research in accordance with the CEDAW and MCW; and
- F. Incentives and other support structures for the conduct of researches related to GAD.

### **Priority Areas**

In addition to integrating a gender perspective in higher education research, the College shall extend and strengthen its research programs to include the following:

- A. GAD research program for Gad Planning and Budgeting;
- B. Gender research and women's studies as areas of studies in all disciplines;
- C. Specific topics for gender research, in light of social issues raised by the MCW;
- D. Gender in power and decision making: Citizenship classes and community extension work;
- E. Mapping and strengthening economic empowerment: livelihood skills required in the entire process of running a business, not only production ( e.g., accounting, bookkeeping, product branding);
- F. Counting the unaccounted: indigenous women and girls and other marginalized sectors in education;
- G. Matching mismatches: career tracking of women;
- H. Deepening the discipline with gender (e.g., women in history)
- I. Emerging gender issues such as but not limited to sexual orientation and gender identities

### **GRRP Ethics Board**

An Ethics Board shall be responsible for setting the minimum standards that will assist the College to conform to the principles of GAD and ensure that these are observed by everyone in the conduct of research. It is also responsible for presenting and promoting ethics policies, particularly in the areas of GAD, women empowerment, and respect for human rights.

Specifically, the Ethics Board shall:

- A. Protect the rights and welfare of research participants by reviewing protocols to ensure that:
  - 1. The risks to participants are minimized and acceptable in the light of the possible benefits;
  - 2. The informed consent document is accurate and complete in describing the study, its risks and benefits; and
  - 3. The research study is conducted in an ethical manner;
- B. Clear researches and provide initial reviews to ensure that ethical guidelines are met;
- C. Conduct ethical reviews through formal meetings; and
- D. Evaluate annual progress of ongoing projects and assess final reports of all research activities

In the exercise of its duties, the Ethics Board shall not issue final decisions after mere circulation of proposals. Moreover, scientific evaluation shall be completed before ethical evaluation.



## **GENDER-RESPONSIVE EXTENSION PROGRAM**

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Extension refers to the third trilogical functions of the College, i.e., to communicate, persuade and help specific sectors or target clientele (as distinguished from those enrolled in formal degree programs and course offerings) to enable them to improve production, the community and/or institution, and quality of life in general. (CHED)

Extension in Higher Education cuts across disciplines and contributes to the continued growth and development of the entire higher education sector. In compliance with the general provisions of the MCW, the College shall include gender responsiveness in their extension function.

### **General Policy**

The College shall develop a policy to mainstream gender equality and the principles of women's empowerment into its extension function, in accordance with its respective thrusts and mandates, and vision, mission and policy statements. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of the College's efforts to incorporate gender awareness and equality as a goal of its extension programs. The College shall convene the appropriate administrative or academic unit in the formulation of such extension policy.

### **Gender-Responsive Extension Program (GREP)**

GREP refers to a collaborative set of activities designed by the College to contribute to the empowerment of both the institution and identified communities to promote and achieve the core value of gender equality. GREP involves the packaging, promotion, demonstration and application of appropriate technologies, tools, processes, and products generated from GAD research and other activities to create a gender-responsive organization, community and environment, as the case may be.

GREP in the College shall apply to two broad goals of Gender and Development set forth in the MCW:

- **Social Protection:** Policies and programs that seek to reduce poverty and vulnerability to risks; enhance social status and rights of all women and men, but especially the marginalized; promote and protect livelihood and employment; protect people against hazards and sudden loss of income; and improve people's capacity to manage risks. Its components are labor-market programs, social insurance, social welfare and social safety nets; and
- **Appropriate Technology:** Suitable technologies that usually comprise skills and materials easily available in the locality and that address gender issues and concerns.

### **General Principles**

The College shall observe the following principles of gender-responsive extension:

- A. GREP reiterates the reliability of science in all its manifestations (e.g., technology), the power of education, the possibility of change, and the equality of people as the basic premises of cooperative extension programs.
- B. GREP encourages interdisciplinary programs, participation and networking as well as dove-tailing and complementation.
- C. GREP promotes the culture of excellence, desire for life-long learning, natural impetus to do service for the common good which are anchored and guided by the core values of GAD.
- D. GREP nurtures and supports Filipino communities through informative, persuasive, formative, emancipatory and participatory decision-making activities that eliminate gender disparities.

The College shall serve as models of GAD mainstreaming through technology transfer and livelihood programs that incorporate provision of financial literacy, technical assistance and other extension services.

### **Forms and Priority Areas**

The following are the forms of GREP:



- A. **Technology Transfer** – bringing into the identified community tested and mature innovations, knowledge, structures and systems and methods that are gender responsive.
- B. **Livelihood Program with Financial Literacy** – capability-building projects that shall enable the beneficiaries, both women and men, to earn through livelihood skills training including the transfer of financial knowledge, information and applications.
- C. **Technical Assistance** – the provision of professional expertise such as consultancy services, mentoring, counselling, advisorship, etc. by trainers/professionals and GAD experts.
- D. **Advocacy** – the disseminations of information through media, seminars, meetings, conferences, symposia, workshops, lectures and speakerships, and the distribution of IEC materials to promote gender and development concerns.
- E. **Linkages** – the establishment of partnerships or networking with line agencies, government and non-government organizations and civil society organizations at the local and international levels for projects related to gender and development.

The GREP shall serve as the vehicle of the College to help promote gender equality, poverty reduction and sustainable development. They shall focus on, but shall not be limited to, the following areas: social empowerment (men, women and LGBT's); government and administration; critical legal issues and procedures (e.g., sexual harassment); and similar GAD thrusts and policy enhancement articulated in the MCW such as disaster risk preparedness and mitigation, and peacekeeping.

### **Implementing Unit**

The execution of the College's GAD-related extension services and policies shall be integrated into the core functions of its GAD Focal Person, under the direct supervision of the College Extension Unit Head and Director for Research, Extension and Development. The GAD Focal Person shall be responsible for monitoring and evaluation of the activity, as well as other policy recommendations relative to GREP operations.

### **Documentation, Monitoring and Evaluation**

Monitoring and evaluation of the GREPs GAD-related extension activities of the College shall be among the functions of the Research, Extension and Development (RED) Board.

A GREP shall report include the following to ensure effectiveness of the program:

- A. Program proposal addressing identified gender issues and concern;
- B. Data analysis on the results of GREP services;
- C. Data results/recommendations which shall form part of a database for GAD programs and projects in the future;
- D. Intervention support and activity report including photos;
- E. Budgetary support; and
- F. Results and recommendations.

### **Budgetary and Planning Requirements**

The activities designed to introduce and institutionalize gender-responsive extension function shall be included in the fiscal year's GAD Plan and Budget.



## **INTERNATIONAL LINKAGES**

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Gender equality and women's empowerment are cornerstones of national development and stronger human resources. As such, international linkages and international funding support for programs to promote the objectives of these Manual shall enhance the synergy between national development, gender equality and women's empowerment.

In determining partnerships and linkages with recognized international and local entities spearheading work on GAD, the College shall be guided by the following principles:

- A. That such partnerships and expected outcomes are aimed at strengthening national development strategies and promoting gender equality and women's empowerment.
- B. That such partnerships shall develop and support the capacities and systems of the College; and
- C. That such partnerships shall lead to the systemic mainstreaming institutionalization of GAD into the College's structures and systems.

### **Scope, Application, and Limitations**

International partnerships shall be entered by the College with accredited foreign HEIs and/or international entities with exemplary track records in implementing and mainstreaming gender. The CHED, through the Regional Focal Person, shall be consulted prior to the finalization of any such collaboration arrangements to ensure compliance existing government rules and regulations.

## **GAD PLANNING AND BUDGETING**

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### **GAD Budgets of the College**

The College, through its GFPS, shall prepare an annual GAD Plan and Budget (GPB) which shall contain:

- A. The GAD mandates and gender issues that the College intends to address within the given fiscal year;
- B. The corresponding programs, projects, and activities to address their issues; and
- C. The necessary budget to implement these.

The gender issues and corresponding projects, programs and activities may be either client-focused or organization-focused.

In line with the goal of increasing the gender-responsiveness of government programs, the College may assess the level of gender-responsiveness of its major programs using the Harmonized Gender and Development (HGDG) tool. Depending on the result of the assessment or the HGDG score, the situation may attribute a portion or the entire annual budget of the program in the GAD Plan and Budget. The College shall refer to the issuances of the PCW, NEDA, and DBM on the guidelines on GAD planning and budgeting for details on budget attribution.

In the preparation of the GAD Plan and Budget, the College shall ensure that the GAD Budget or the amount to be allocated for the implementation of GAD programs, plans and activities is at least five percent (5%) of the institution's total annual budget appropriation.

All procurement utilizing the GAD Budget in the College shall be by the Procurement Law (Republic Act No. 9184) and related issuances.

In preparing the GAD Plan and Budget, the College shall adhere to the guidelines and prescribed forms issued by the PCW to achieve efficiency and proper program content, thereby ensuring that GAD issues are incorporated into the programs, projects, and activities identified therein (PCW).



### **Submission of Plans, Budgets and Accomplishment Reports.**

***Responsibility of the College*** – The College's GAD Focal Person shall coordinate with the CHED Regional Office GAD Focal Person for guidance and information on GAD-related requirements, issues and concerns for the completion of their institutions' GAD Plans and Budgets. The said required documents shall be prepared, completed and submitted using the PCW's online Gender Mainstreaming Monitoring System (GMMS) within the prescribed period.

***Responsibility of CHEDROs*** – CHEDRO GAD Focal Persons shall review and evaluate the submissions made by the College and recommend to the CHED Regional Director for endorsement to the CHED Central Office.

***Responsibility of CHED Central Office*** – The CHED Central Office GAD Focal Committee shall validate the submissions of the CHEDROs.

The plans, budgets and accomplishment reports of the College shall be forwarded by the CHED Chairperson to the PCW for the final review and endorsement to the DBM for appropriate action.

The Fourth World Conference of Women in Beijing in 1995 that resulted in the BPFA established the requirement that "statistics related to individuals are collected, compiled, analyzed and presented by sex and age and reflect problems, issues and questions related to women and men in society." (BPFA Strategic Objective H.3)

The availability of sex-disaggregated data is key to being able to identify, understand and negotiate the discrepancies in the value given to the different expectations assigned to men and women through socialization.

At the macro level, the collection and compilation of sex-disaggregated into a GAD database allows development planners and policy makers to take into account the gender-specific disadvantages, needs, and potential in many areas, e.g., the time use and the division of labor, the distribution of property and assets between women and men, as well as the sensitive issue of gender-based violence. Sex-disaggregated data compilation and subsequent gender analysis provoke the discourse and make possible interventions- legislation, organizations, programs, and services- to meet heretofore unresolved gender-specific needs and eschew false gender-based generalizations and stereotyping. In education, for example, a GAD database may illuminate the situation of women who want to return to school and employment in adulthood after periods of dedicated intensive childcare.

The collection and analysis of sex-disaggregated data are therefore basic to the tasks of closing gender disparities and gender mainstreaming set forth in the MCW: "All departments, including their attached agencies, offices, bureaus, state universities and colleges, government-owned and controlled corporations, local government units, and other government instrumentalities shall develop and maintain a GAD database containing gender statistics and sex-disaggregated data that have been systematically gathered, regularly updated, and subjected to gender analysis for planning, programming, and policy formulation." (Section 36)



### **Sex-Disaggregated Data and GAD Database of the College**

The following minimum requirements shall be complied with by the College about the collection of sex-disaggregated data and management of a GAD database.

- A. The College, together with its Management Information Systems and Planning Units, shall formulate the guidelines to include in their initiatives the collection of sex-disaggregated data whenever applicable.
- B. The GAD database containing sex-disaggregated data and information from the College's research and extension outputs, and other offices, shall be shared with CHED, the GAD Resource Centers, and other stakeholders.
- C. The College, after the collection of disaggregated data from the different offices, shall conduct data interpretation and analysis. Such processed data shall be submitted to the College's officials as support to the design and development of GAD projects, plans and activities.
- D. Result of the GAD-related information shall be periodically presented to all employees and published in the official gazette or newsletter or publication.
- E. The College shall provide CHEDRO copies of published sex-disaggregated data and information and corresponding analyses, together with the College's GAD Plan and Budget, and GAD Accomplishment Reports within the prescribed schedule.

## **GENDER FAIR LANGUAGE<sup>1</sup>**

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Article 2, Section 14 of the 1987 Philippine Constitution stipulates that, “the State recognizes the role of women in nation building and shall ensure the fundamental equality before the law of women and men”. This provision was further strengthened via the enactment of R.A. 9710, otherwise known as the Magna Carta of Women of 2009 which mandates the “abolition of (the) unequal structures and practices that perpetuate discrimination and inequality.” As a government institution for higher learning, we are further mandated through CMO 01, s. 2015 “to pursue and implement programs, projects and activities (PPAs) that would contribute to the achievement of women’s empowerment and gender equality”.

Hence, this Manual directs all personnel to promote gender fairness through the use of gender fair or gender neutral language in the workplace. The manual of operations of every unit (of the college) should contain gender-less indications to avoid biases. Specifically, this entails the use of nouns that are not gender-specific to refer to roles or professions, as well as avoidance of the pronouns he, him and his to refer to people of unknown or indeterminate gender. The term “they”, a third person singular pronoun or “the” should be used in neutralizing gender-specific pronouns. Meanwhile, all personnel are directed to use genderless terms in daily undertakings and interaction (i.e. oral and written).

<sup>1</sup>*Approved as per Memorandum Circular No. 01, series of 2018*



## **SEXUAL HARASSMENT AND OTHER RELATED SEXUAL OFFENSES**

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The college shall ensure that the necessary policies and mechanisms are in place to prevent and punish sexual harassment and other related sexual offenses. The provisions herein shall govern the creation of the Committee on Decorum and Investigation (CODI) of the college, as well as the procedures to be followed in the prosecution and investigation of sexual harassment and other related sexual offenses, in compliance with the Anti-Sexual Harassment Act of 1995 (Republic Act No. 7877), the Civil Service Commission (CSC) Memorandum Circular No. 17 (23 July 2001), Department of Labor and Employment (DOLE) Administrative Order No. 250 (21 June 1995), the Anti-Rape Law of 1997 (Republic Act No. 8353) and the Rape Victim Assistance Law of 1998 (Republic Act No. 8505). The said procedures shall not be bound by technical rules of evidence but by those governing administrative cases.

In addition, the college shall ensure that in their collaborative arrangements with partner institutions and agencies relating to internship, and on-the-job training programs, the necessary provisions on sexual harassment and other related sexual offenses, and corresponding sanctions and penalties are included.

### **CODI and its Functions**

The CODI shall perform the following functions:

- A. Receive complaints of sexual harassment or other related sexual offenses;
- B. Investigate complaints of sexual harassment or other related sexual offenses in accordance with the prescribed procedure;
- C. Submit a report of its findings with the corresponding recommendation to the disciplining authority for decision;
- D. Lead in the conduct of discussion about sexual harassment and other related sexual offenses within the institution to increase the community's understanding of, and prevent incidents of, sexual harassment and other related forms of sexual offenses; and
- E. Conduct such other activities that would engender a safe environment for women in school campuses and training-related programs in the college.

## **Composition**

The CODI shall be composed of the following:

- A. Chairperson: Vice-President for Academic Affairs
- B. Vice-Chairperson: Chief for Administrative and Finance Division
- C. Members:
  - Faculty Association President
  - Non-Teaching Association President
  - CSC Governor
  - GAD Focal Person

CODI for the branches:

- A. Chairperson: Branch Director
- B. Vice-Chairperson: Program Head
- C. Members:
  - Faculty Association President
  - Non-Teaching Association President
  - CSC Governor
  - GAD Coordinator

The GFPS Secretariat shall serve as the secretary of the Committee. In case any of the members is the complainant or respondent, or a relative up to fourth (4<sup>th</sup>) degree of consanguinity, he/she shall not be eligible to be a member of the Committee, and shall be replaced by a competent member of the represented office or association.

## **Standard Procedural Requirements and Compliance with Due Process**

- A. **Complaint:** The complaint may be filed with the College President or with the CODI. Upon receipt of the complaint by the College President, the same shall be transmitted to the CODI. The complaint must be in writing, signed and sworn to by the complainant and shall contain the following:

1. The full name and address of the complainant;
2. The full name, address and position of the respondent;
3. A brief statement of the relevant facts;
4. Evidence in support of the complaint, if any; and
5. A certification of non-forum shopping.

In the absence of any one of the abovementioned requirements, the complaint shall be dismissed without prejudice to its re-filing upon full compliance with requirements.

Complaints sent by telegram, electronic mail or similar means of communication shall be considered non-filed unless the complainant shall comply with the requirements within ten (10) days of receipt of the notice for compliance.

The withdrawal of the complaint at any stage of the proceedings shall not preclude the CODI from proceeding with the investigation where there is obvious truth or merit to the allegations in the complaint or where there is documentary or direct evidence that can prove the guilt of the person complained of.

- B. **Action of the Complaint:** Upon receipt of the complaint that is sufficient in form and substance, the CODI shall require the person complained of to submit a Counter Affidavit/Comment under Oath within three (3) days from receipt of the notice, furnishing a copy thereof to the complainant.

Otherwise, the Counter-Affidavit/Comment shall be considered as not filed.

- C. **Preliminary Investigation:** A preliminary investigation shall be conducted by the CODI. The CODI shall examine all documents submitted by the complainant and the person complained of, as well as documents readily available from other sources. The parties may submit affidavits and counter-affidavits. All proceedings before the CODI shall be held under strict confidentiality.

Upon receipt of the counter-affidavit or comment under oath, the CODI may recommend whether a *prima facie* case exists to warrant the issuance of a formal charge.



- D. **Duration of Investigation:** A preliminary investigation shall commence not later than five (5) days from receipt of the complaint by the CODI and shall be terminated within fifteen (15) working days thereafter.
- E. **Investigation Report:** Within five (5) working days of the termination of the preliminary investigation, the CODI shall submit the Investigation Report and the complete records of the case to the College President.
- F. **Decision or Resolution After Preliminary Investigation:** If a *prima facie* case is established during the investigation, a formal charge shall be issued by the disciplining authority within three (3) working days of receipt of the investigation report.

In the absence of a *prima facie* case, the complaint shall be dismissed within the same period.

- G. **Formal Charge:** After finding a *prima facie* case, the College President shall formally charge the person complained of. The formal charge shall contain a specification of the charge(s); a brief statement of materials or relevant facts, accompanied by certified true copies of the documentary evidence, if any; sworn statements covering the testimony of witnesses; a directive to answer the charge(s) in writing under oath in not less than seventy-two (72) hours from receipt thereof; an advice for the respondent to indicate in his/her answer whether or not he/she elects a formal investigation of the charge(s); and a notice that he/she is entitled to be assisted by a counsel of his/her choice.

The CODI shall not entertain requests for clarification, bills of particulars or motions to dismiss that are obviously designed to delay the administrative proceedings. If any of these pleadings is filed by the respondent, the same shall be considered as part of his/her answer which he/she may file within the remaining period for the filing answer.

- H. **Failure to File an Answer:** If the respondent fails or refuses to file his/her answer to the formal charge within seventy-two (72) hours of receipt thereof without justifiable cause, he/she shall be considered to have waived his/her right thereto and formal investigation may commence.

- I. **Preventive Suspension:** Upon petition of the complainant or *motu proprio* upon the recommendation of the CODI, at any time after the service of the formal charge to the respondent, the College President may order the preventive suspension of the respondent during the formal investigation, if there are reasons to believe that he/she is probably guilty of the charges that would warrant his/her removal from service.

An order of preventive suspension may be issued to temporarily remove the respondent from the scene of his/her misfeasance and to preclude the possibility of his/her exerting undue influence or pressure on the witnesses against him/her or tampering of documentary evidence on file.

When the administrative case against the respondent under preventive suspension is not finally decided by the College President within the period of ninety (90) days of the date of his/her preventive suspension, unless otherwise provided by special law, he/she shall be automatically reinstated into the service.

When the delay in the disposition of the case is due to the fault, negligence or petition of the respondent, the period of delay should not be included in the counting of the 90-calendar-day period of preventive suspension. Provided that should the respondent be on paternity/maternity leave, said preventive suspension shall be deferred or interrupted until such time that said leave has been fully enjoyed.

- J. **Remedies from the Order of Preventive Suspension:** The respondent may file a motion for reconsideration with the College President or may elevate the same to the Civil Service Commission (CSC) by way of an appeal within fifteen (15) days of receipt thereof.

- K. **Conduct of Formal Investigation:** A formal investigation shall be conducted by the CODI if it deems such investigation is necessary to decide the case judiciously, although the respondent does not request a formal investigation. It shall be held not earlier than five (5) days nor later than ten (10) days from receipt of the respondent's answer. Said investigation shall be finished within thirty (30) days of issuance of the formal charge or the receipt of the answer.



- L. **Pre-hearing Conference:** At the commencement of the formal investigation, the CODI may conduct a pre-hearing conference for the parties to appear, consider and agree on any of the following:
1. Stipulation of facts;
  2. Simplification of issues;
  3. Identification and marking of evidence of the parties;
  4. Waiver of objections to admissibility of evidence;
  5. Limiting the number of witnesses, and their names;
  6. Dates of subsequent hearings; and
  7. Such other matters as may aid in the prompt and just resolution of the case.
- M. **Preliminary Hearing:** At the start of the hearing, the CODI shall note the appearances of the parties and shall proceed with the reception of evidence for the complainant.
- N. **Request for Subpoena:** If a party desires the attendance of a witness or the production of documents or things, he/she shall make a request for the issuance of the necessary subpoena at least three (3) days before the scheduled hearing.
- O. **Issuance of Subpoena:** The CODI may issue subpoena *ad testificandum* to compel the attendance of witnesses and subpoena *duces tecum* for the production of documents or objects.
- P. **Formal Investigation Report:** Within fifteen (15) days of the conclusion of the formal investigation, a report containing a narration of the material facts established during the investigation, the findings and the evidence supporting said findings, as well as the recommendations, shall be submitted by the CODI to the College President. The complete records of the case arranged systematically and chronologically shall be attached to the report of investigation.
- Q. **Finality of Decisions:** The College President shall render the decision on the case within thirty (30) days of receipt of the report of investigation. A decision rendered by the College President where a penalty of suspension for not more than thirty (30) days or a fine in amount not exceeding thirty (30) days' salary is imposed, shall be final and executory. However, if the penalty



imposed is suspension exceeding thirty (30) days or a fine exceeding thirty (30) days' salary, the same shall be final and executory after the lapse of the reglementary period for filing a motion for reconsideration or an appeal and no such pleading has been filed.

R. **Motion for Reconsideration:** The party adversely affected by the decision may file a motion for reconsideration with the College President within a non-extendible period of fifteen (15) days of receipt hereof. Only one motion for reconsideration shall be entertained.

S. **Appeal:** For decisions rendered by the College President, the party adversely affected may file before the CSC.

### **Responsibilities of the CODI**

The CODI shall afford both parties due process required in administrative cases in all the proceedings. Upon receipt of the Report with findings and recommendations of the CODI, the GFPS shall ensure that the College President immediately review said Report and prepare its Decision in accordance with the facts and law, furnishing certified copies by personal service or registered mail to the respondent/s and the complainant-victim in the case.

### **Reportorial Requirements to CHED, CSC and DOLE**

The College shall report all complaints/cases of education- and training-related sexual harassment and other related sexual offenses and the status thereof to the CHED Regional Office and CSC and DOLE as may be applicable. The CHEDROs shall endorse a copy to the CHED GAD Focal Committee in the Central Office immediately upon receipt for appropriate action.