Republic of the Philippines
UNIVERSITY OF RIZAL SYSTEM
Province of Rizal
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14 June 2024

IMPLEMENTATION ORDER
No. 12, Series of 2024

To : Vice Presidents
Head, Gender and Development (GAD) Center
Campus Directors

Subject: Approval of the University Gender and Development (GAD) Code

1. The URS Board of Regents during its 80th Regular Meeting held on 30 April 2024 at the Conference Room, JP Rizal Building, University of Rizal System Main Campus, Brgy. Sampaloc, Tanay, Rizal approved the University Gender and Development (GAD) Code subject to the incorporation of the comments and suggestions of the Board.

2. For information and proper guidance.

NANCY T. PASCUAL, Ed.D.,RGC
President

Encl.: University GAD Code

GENDER AND DEVELOPMENT CODE OF THE UNIVERSITY OF RIZAL SYSTEM

Republic of the Philippines
University of Rizal System
Province of Rizal

GENDER AND DEVELOPMENT CODE OF THE UNIVERSITY OF RIZAL SYSTEM

BOR Resolution No. 06, S. 2024

2024

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GENDER AND DEVELOPMENT CODE OF THE UNIVERSITY OF RIZAL SYSTEM

A. Introduction

The University of Rizal System envisions a learning environment that is free of gender-based violence and promotes the self-determination and actualization of each individual.

Many efforts have been initiated and implemented to achieve Gender and Development (GAD) objectives, and it has been integrated into the university's development planning in all aspects of operations. GAD mainstreaming was introduced and trained for teachers, non-teaching staff, students, and other stakeholders or external clients. The university ensures the institutionalization of gender-related concerns and priorities by establishing and strengthening the GAD Focal Point System, which serves as the planners and implementers of GAD programs, projects, and activities. GAD at the university protects and promotes the well-being of women, children, senior citizens, and humanity to create a more equitable and better future for everyone.

Through this GAD Code, the University of Rizal System can ensure that the Magna Carta of Women (MCW), also known as RA 9710, and other GAD-related mandates and frameworks on gender equality and empowerment are translated and fulfilled on an institutional level. The MCW calls on various stakeholders to create and approve a GAD Code based on priority gender issues and concerns.

B. URS Vision, Mission, Core Values and Quality Policy

Vision

The leading university in human resource development, knowledge and technology generation and environmental stewardship.

Mission

The University of Rizal System is committing to nurture and produce upright and competent graduates and empowered community through relevant and sustainable higher professional and technical instruction, research, extension and production services.

Core Values

R - Responsiveness
I - Integrity
S - Service
E - Excellence
S - Social Responsibility

Quality Policy

The University of Rizal System commits to deliver excellent products and services to ensure total stakeholders' satisfaction in instruction, research, extension, production and dynamic administrative support and to continuously improve its quality management system processes to satisfy all applicable requirements.

C. URS GAD Vision, Mission, Goals and Objectives

GAD Vision

URS is the premier higher learning institution on gender mainstreaming in the province of Rizal and beyond toward a gender-responsive society for sustainable development.

GAD Mission

The University is committed to promote gender-responsive development and empowerment through capability building, advocacy, instruction, research, linkage and extension services.

GAD Goals

Goal 1: To develop a gender-sensitive curriculum and promote gender equality in education.

Goal 2: To integrate gender perspectives in research and use the results as a basis for an effective GAD plan and program implementation.

Goal 3: To establish sustainable partnerships and linkages through GAD-related extension services, training, and advocacy to promote gender equality and women's empowerment.

Goal 4: To increase the production of IEC, instructional materials, and knowledge products on GAD.

Objectives

1. To organize the GAD Committee on all campuses, develop and continually support the capacities of the GAD pool of trainers, resource persons, advocates and service providers.

2. To disseminate information and increase awareness on gender issues and concerns, women’s human rights, GAD mainstreaming, planning and budgeting, gender analysis, and tools through orientation, trainings and seminar-workshops.

3. To conduct gender-related research studies, map existing initiatives and showcase new initiatives on GAD.

4. To develop and collect gender-related materials such as information, education and communication (IEC) materials, publication and tools, multi-media, gender statistics, research studies, and a directory of GAD experts.

5. To integrate gender perspectives in the policy, curriculum, research and extension, advocacy, linkages, training and other development programs.

6. To provide technical assistance to the concerned Regional/ Provincial Line Agencies (R/PLAs), Local Government Units (LGUs), State Universities and Colleges (SUCs), Non-Government/Private Organizations (NGOs/POs) toward developing their capabilities and capacities for GAD mainstreaming.

D. Historical Background of University of Rizal System

The University of Rizal System is a merger of two (2) state colleges and a university extension campus - the Rizal Polytechnic College, Rizal State College, and the Rizal Technological University extension campus. The Republic Act 9157 lapsed into law on August 11, 2001, established as a State University in the province of Rizal to be known as the University of Rizal System, by integrating the Rizal State College and its extension campuses in Angono, Binangonan, Pililla and Rodriguez, the Rizal Polytechnic College and its extension campus in Cainta and Rizal Technological University-Antipolo Annex, all in the province of Rizal. On June 18, 2002, CHED Resolution No. 411-4004 was issued identifying Tanay Campus as the main campus of the University.

The Rizal National Agricultural School (RNAS) was established by Republic Act Number 1560 authored by Cong. Serafin Salvador, which was approved on June 16, 1956. RNAS was opened on May 27, 1959. It was chartered as a state college on June 24, 1983 by Batas Pambansa Bilang 622 authored by Assemblyman Frisco F. San Juan making it the first state college in the Province of Rizal known as Rizal College of Agriculture and Technology (RCAT). RCAT was later renamed Rizal State College (RSC) by virtue of

Republic Act 7858 sponsored by Hon. Congressman Emigdio S. Tanjuatco, Jr. and approved by His Excellency Fidel V. Ramos on January 21, 1995.

Rizal Polytechnic College was first established as Morong High School on August 16, 1944. It was converted into Morong National High School on August 20, 1976 and to Morong National Comprehensive School on March 30, 1977. With the integration of Tomas Claudio Memorial Elementary School, it was converted into Morong National Comprehensive School, later renamed Rizal Technological and Polytechnic Institute on August 10, 1983 through Batas Pambansa 469. RTPI became a state college, the Rizal Polytechnic College on March 1, 1995 through Republic Act 7933. Through Board of Trustees Resolution No. 06-13-98 dated February 12, 1998. RPC Cardona Research Extension was established.

At present the University operates with ten (10) campuses in the Province of Rizal, namely: URS Angono, Antipolo, Binangonan, Cainta, Cardona, Morong, Pililla, Rodriguez, Tanay and Taytay. It offers complete education from kindergarten to graduate school. The University implements a number of academic programs in the doctorate, masters, baccalaureate, non-degree and short-term courses. It also provides research, extension and production services as well as establishment of centers. The existence of the University caters to the needs of the stakeholders within and nearby provinces.

E. URS as CALABARZON GAD Resource Center

The Regional Development Council IV-A designated the University of Rizal System, in its capacity as the host institution of CALABARZON GAD Resource Center (GRC), pursuant to RDC Resolution No. IV-A-45-2005, signed on July 28, 2005, in Taguig City. In order to effectively implement Gender and Development (GAD) programs, projects, and activities (PPAs) and promote gender responsive governance, it is mandated to offer guidance and technical assistance to various Regional Line Agencies (RLAs), Local Government Units (LGUs), State Universities and Colleges (SUCs), and Non- Government/Private Organizations (NGO/POs).

The rationale and need for the RGC have been conceptualized to support national commitment and the global efforts toward gender equity and equality to contribute to social, political, economic and cultural development. It supports Republic Act 7192 known as Women in Development and Nation Building Act, which promotes the integration of

women as full and equal partners of men in development and nation building and for other purposes. The need was also strengthened based on the assessment that only few among government agencies and institutions in the region are properly implementing GAD-related PPAs.

With this, URS tried its very best to strengthen its efforts and commitment to gender mainstreaming across all campuses and to sustain its technical assistance to its partner agencies. It provides capability building and training on gender sensitivity, GAD mainstreaming, planning and budgeting, gender analysis and tools like the Gender Mainstreaming Evaluation Framework (GMEF), the Harmonized Gender and Development Guidelines (HGDG), and the Gender-Responsive Local Government (GeRL) Assessment Tool, among others.

As the CALABARZON GAD Resource Center, URS educates both internal and external clients on gender-related topics such as gender-fair or inclusive language, sex disaggregated data collection, gender-based violence, and women's human rights. It also disseminates information on gender sensitive research and gender-responsive extension services, gender issues and concerns in education, leadership, labor, migration, health and wellness, LGBTQIA+ rights and concerns, reproductive health and adolescent pregnancy, GAD KATROPA Move, Gender Equality, and Safe Spaces, as well as GAD trainer training.

F. URS GAD Logo

Meaning of the Logo Design

Woman. This represents an empowered woman with knowledge and competence in her work and responsibilities, as well as unconditional love and care for her family and others.

Man. This represents a man who is gender sensitive and responsive, passionate about his family, responsible for his roles and responsibilities, has a humble heart, respects equal rights, and encourages others' development and self-actualization.

Leaves. This represents the ten campuses of URS that represent sustained positive development among people, and they are committed to promote gender equality and empowerment through education and collaborative efforts to address gender issues and concerns that impedes one's development and to continue to mainstream GAD in the university's various programs, projects and activities with harmony.

Shaking Hands. This represents an empowering relationship between men and women, as they assist one another in extend- ing a helping hand to those in need.

Gender Signs. The circle supported by a cross represents the feminine strength, and the spiral sphere represents their evolving traits and roles from being weak and submissive to being determined and empowered. The male or masculine symbol is a cross with an arrow head in dynamic motion, which represents their power guided by the principles of equal rights, women empowerment, and gender equality.

Pillar. This represents URS, which serves as a pillar of the community and contributes significantly to the advancement and equality of the people.

Map. This represents Rizal Province, the home of URS.

G. Scope of URS GAD Code

The GAD Code incorporates the URS vision, mission, core values, and quality policy, as well as the GAD vision, mission, goals, objectives, historical background, and mandate as a CALABARZON GAD Resource Center. It includes the policy statement, guidelines, structure, composition, roles, and responsibilities of the university's and campus's GAD focal point systems (GFPS) which catalyze and accelerate gender mainstreaming toward gender equality and women's empowerment.

It encompasses the processes of GAD mainstreaming, the application of gender analysis tools, guidelines on strengthening GAD policy and mainstreaming strategies, gender-responsive research and extension programs, and gender mainstreaming in the curriculum. Expertise sharing with its GAD focal persons who are certified GAD resource pool members of the Philippine Commission on Women and CALABARZON Regional GAD Committee, special events, procedures for conducting GAD PPAs, physical facilities used in implementing GAD PPAs, special groups, and university organizations that support GAD, budget allocation, coordination, implementation, monitoring, and evaluation are also highlighted.

Chapter 1

Title, Statement of Policy and Definition of Terms

Section 1. Title. This code shall be known as the GENDER AND DEVELOPMENT (GAD) CODE OF THE UNIVERSITY OF RIZAL SYSTEM.

Section 2. Statement of Policy. The University of Rizal System adheres to the following policies:

2.1 Both women and men benefit equally and participate directly in the development programs and projects of its various departments and units, ensuring the full participation and involvement of both women and men in the development process pursuant to RA 7192;

2.2 The University shall uphold the rights of women and the belief in their worth and dignity as human beings in accordance with the fundamental freedoms guaranteed under the provisions of the Philippine Constitution and the provisions of the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of

Elimination and Discrimination against Women (CEDAW), and other international rights instruments to which the Philippines is a party.

2.3 Women shall be recognized as full and equal partners with men in development and nation-building, and men shall share equally in all forms of productive and reproductive activities.

2.4 URS shall pursue and implement, vigorously gender responsive development policies, design and integrate specific gender support systems, take into consideration women's rights to economic survival, political participation, self-determination, personal improvement, and personal empowerment, adopt and implement measures to protect and promote their rights, and ensure the widest participation of women in university programs, projects, and activities.

2.5 Non-discrimination against lesbians, gays, bisexuals, trans- gender/sexual or people with other gender identities. Discrimination based on sexual orientation, gender identity and expression (SOGIE) for participation in university development programs and projects, as well as other personal development activities, is a violation of human rights. Every person's right to express his or her sexual preference must be respected and protected.

Section 3. Rights of Women. Women's rights are the rights of women that are defined and declared by the United Nations under the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) as follows:

a. Women have the right to the prevention of and protection from all forms of violence, political coercion against their person, their freedom, their sexuality, and their individuality.

b. Women have the right to freely and fully participate, individually or collectively, in the political processes of their communities and nations.

c. Women have the right to the means to ensure their economic welfare and security.

d. Women have the right to the necessary knowledge and means for the full exercise of their reproductive choice in accordance with the Constitution and their beliefs and preferences.
e. Women have the right to choose a spouse in accordance with their values and preference, maintain equality in marriage of its dissolution, and obtain adequate support for the rearing and caring of their children.
f. Women have the right to an adequate, relevant, and gender-fair education throughout their lives, from childhood to adulthood.
g. Women have the right to adequate nutrition and proper health care.
h. Women have the right to humane living conditions.
i. Women have the right to nurture their personhood, collectively and individually, to secure an image of themselves as whole and valuable human beings and to build relationships based on respect, trust and mutuality.

Section 4. Definition of Terms.
The following terms are used in this University GAD Code and defined operationally:

Children - refer to those below eighteen (18) years of age or older but are incapable of taking care of them as defined under Republic Act No 7610 - Special Protection of Children against Child Abuse, Exploitation and Discrimination.

Gender - refers to the roles, attitudes and values assigned by culture and society to women and men. These roles, attitudes and values define the behavior of women and men and the relationship between them. They are created and maintained by social institutions such as families, governments, communities, schools, churches and media.

Gender and Development (GAD) - refers to the development perspective and processes that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self- discrimination, and actualize 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 gender roles they ascribe to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need for women to organize themselves and participate in political processes to strengthen their legal rights.

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.

Gender Mainstreaming - refers to the strategy for making 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 the 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.

Gender Perspective - refers to the way of viewing issues and problems that takes into consideration the different realities of women's and men's lives and recognizes that there is an unequal relationship between the two.

Gender-Responsive - refers to policies and programs that systematically incorporate or address gender concerns that aim to reduce inequalities between men and women and that are based on a gender analysis of the situation This may also refer to programs in which gender equality issues are fully integrated or mainstreamed in all aspects and activities.

Gender Sensitive - refers to the ability to recognize gender issues and women's different perceptions and interests arising from their different social positions and gender issues.

Gender Sensitization - refers to an experiential and critical process of learning and unlearning by an individual, female or male, of the causes and effects of the culturally determined roles of women and men

Physical Violence - refers to acts that include bodily or physical harm.

Psychological Violence - refers to acts or omissions causing or likely to cause mental and emotional suffering to the victim, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, repeated verbal abuse, and marital infidelity.

Reproductive Health – refers to a state of complete physical, mental, and social well-being, not merely the absence of disease and infirmity, in all matters relating to the reproductive system and its functions and processes.

Sex - refers to the state of being male or female, males or females collectively.

Sex Disaggregated Data - refers to the separate data pertaining to the profile and relevant information for men and women, males and females.

Women's Empowerment - refers to the provision, availability, and accessibility of opportunities, services, and the observance of human rights that enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation and those that shall provide them equal access to ownership, management and control of production, as well as material and informational resources and benefits in the family, community and society.

Chapter 2

Gender and Development Focal Point System

Section 1. Policy Guidelines

The gender approach to development, also known by its acronym GAD (Gender and Development), was introduced in government in the early 1990s and seeks to transform the way government pursues development so that it can respond effectively and with sensitivity to issues confronting women. In fact, the GAD perspective recognizes that gender concerns cut across all areas of development and therefore should not be overlooked in the development planning process. Indeed, gender must influence the government when it plans, budgets for implementation, monitors, and evaluates policies, programs, and projects for development (NCRFW, 2003).

Gender and Development (GAD) refers to the development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination, and actualizing human potential. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices and contends that women are active agents of development, not just passive recipients of development.

At the same time, the Annual General Appropriations Act (GAA) requires government agencies and LGUs to reserve at least five (5) percent of their total appropriations to implement GAD plans, which has been provided since Fiscal Year 1994.

Pursuant to Section 36 of Republic Act 9710 otherwise known as the Magna Carta of Women (MCW), all government departments, including their attached agencies, offices, bureaus, state universities and colleges, government-owned and controlled corporations, local government units, and all other government instrumentalities, shall adopt gender mainstreaming as a strategy to promote women’s human rights and eliminate gender discrimination in their systems, structures, policies, programs, processes, and procedures.

In addition, the Philippine Commission on Women's (PCW) Memorandum Circular (MC) 2011-01, or Guidelines for the Creation, Strengthening, and Institutionalization of the GAD Focal Point System (GFPS), is expected to increase the understanding and support of government agencies at the national level for their GFPS or similar mechanisms to accelerate gender mainstreaming in their offices. By strengthening their GFPS and transforming it into a GAD focal point system, the task of gender mainstreaming will become the collective responsibility and accountability of all concerned offices and officials.

Agencies with existing GFPS or similar mechanisms shall reconstitute and strengthen the said mechanisms based on the provisions of RA 9710, its IRR, and PCW Memo Circular 2011-01 (PCW, 2012).

Section 2. Structure and Composition of the University GAD Focal Point System (GFPS)

It shall be composed of the University President as Head of the GFPS, with the Vice President for Administration and Finance (VPAF) in coordination with the Vice President of Academic Affairs (VPAA), and Vice President of Research Development, Extension, and Productivity (VPRDEP) as the Executive Committee (Exe Com), the University GAD Focal Committee, Technical Working Group (TWG) and Secretariat. The university president may designate the VPRDEP or a female VP as an alternate chair to head the GFPS or GAD Committee of the university.

The GAD Focal Point System (GFPS) of the University shall lead in mainstreaming gender perspectives in university policies, plans, and programs. In the process, they will ensure the assessment of the gender- responsiveness of systems, structures, policies, programs, processes and procedures of the agency based on the priority needs and concerns of constituencies and employees and the formulation of recommendations, including their implementation.

Section 3. Functions of the University GAD Focal Point System (GFPS)

1. The University President, as the Head of Agency and serves as the **Head of the University GFPS** shall:

   a. Issue policies or other directives that support GAD mainstreaming in the policies, plans, programs, projects and activities, budget, systems and procedures of the university including the creation, strengthening, modification, or reconstitution of the GFPS, or GAD Committee; and
   b. Approve the GAD Plan, Program and Budget of the university as duly endorsed by the Vice Presidents (RDEP, AF and AA) as the Executive Committee, with the assistance of the Technical Working Group, and ensure its implementation.

2. The ***Executive Committee*** which composed of the Vice Presidents for AF, AA and RDEP, AF and AA shall:

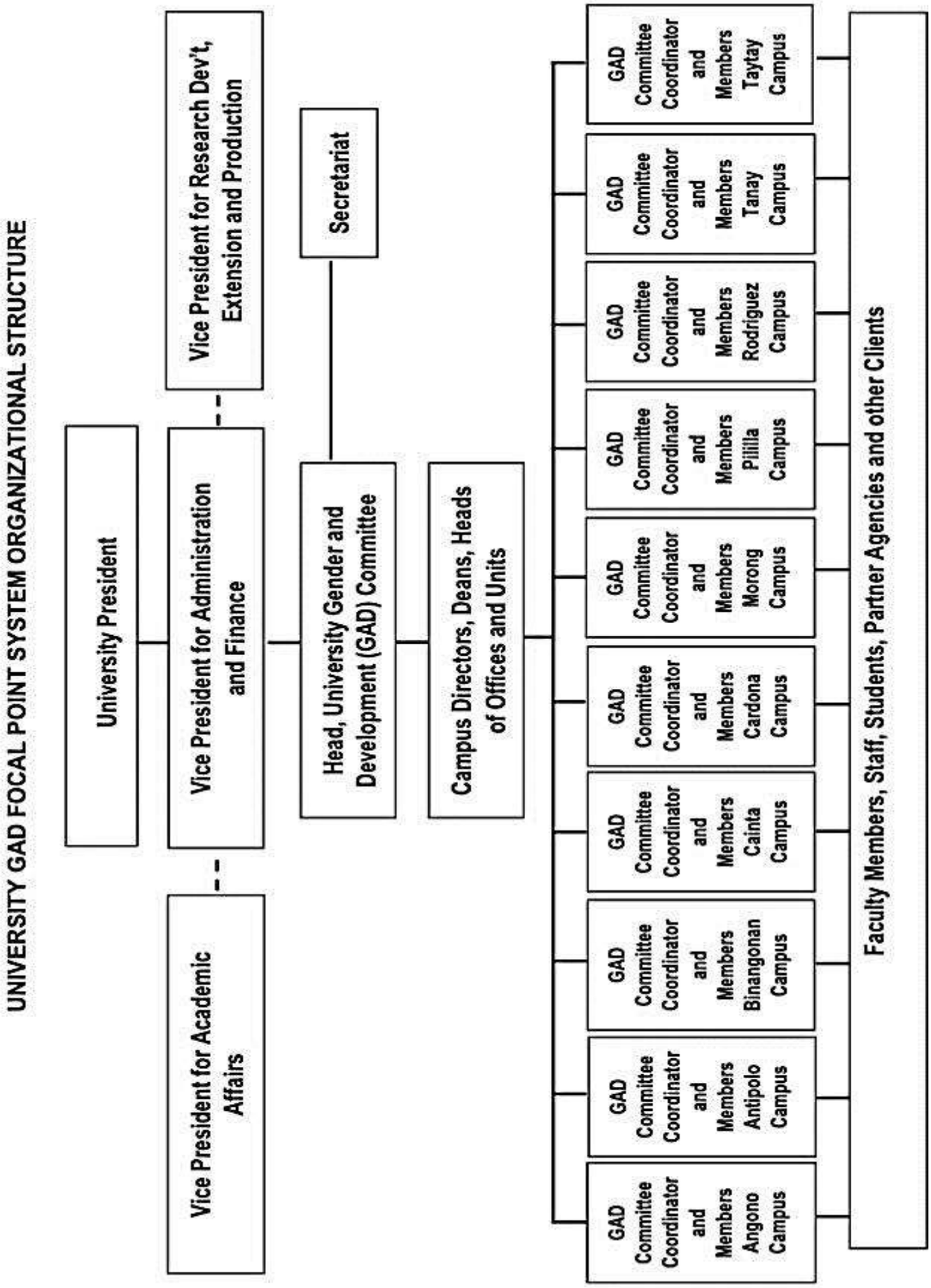
   a. Provide direction and give policy advice to the agency head or university president to support and strengthen the GFPS or GAD committee and GAD mainstreaming activities;

   b. Direct the identification of GAD strategies, programs, activities, and projects based on the results of the gender audit, and gender analysis and according to the identified priorities of the agency in response to the gender issues faced by its clients, faculty, staff and students;

   c. Ensure the effective and efficient implementation of the agency's GAD programs, activities and projects, and the judicious utilization of the GAD budget;

   d. Build and strengthen the partnership of the agency with PCW, GAD experts, advocates, women's groups and other stakeholders in pursuit of gender mainstreaming;

   e. Recommend approval of agency GAD plans and budget and accomplishment report; and
   f. Recommend awards or recognition to outstanding institutional GAD programs, activities and projects and/or GAD focal.


UNIVERSITY GAD FOCAL POINT SYSTEM ORGANIZATIONAL STRUCTURE
University President
Vice President for Administration and Finance
Vice President for Research Dev't, Extension and Production
Vice President for Academic Affairs
Secretariat
Head, University Gender and Development (GAD) Committee
Campus Directors, Deans, Heads of Offices and Units
GAD Committee Coordinator and Members Angono Campus
GAD Committee Coordinator and Members Antipolo Campus
GAD Committee Coordinator and Members Binangonan Campus
GAD Committee Coordinator and Members Cainta Campus
GAD Committee Coordinator and Members Cardona Campus
GAD Committee Coordinator and Members Morong Campus
GAD Committee Coordinator and Members Pililla Campus
GAD Committee Coordinator and Members Rodriguez Campus
GAD Committee Coordinator and Members Tanay Campus
GAD Committee Coordinator and Members Taytay Campus
Faculty Members, Staff, Students, Partner Agencies and other Clients

3. The ***University GAD Focal Committee*** which composed of the GAD coordinators and members from all campuses shall:

   a. Lead in setting up appropriate systems and mechanisms to ensure the generation, processing, review, and updating of sex-disaggregated data or GAD database to serve as basis in performance-based gender responsive planning;

   b. Coordinate the efforts of different campuses, colleges and offices to advocate for the integration of the GAD perspective in all their systems and processes;

   c. Spearhead the preparation of the agency's annual performance-based GAD Plans, Programs and Budget in response to gender issues of their constituencies and clients in the context of their agency mandate and consolidate the same following the format and procedure prescribed by the PCW, DBM and NEDA in the Joint Circular 2012-1;

   d. Submit the consolidated GAD Plans and Budget of the university and as needed response to PCW's comments or requests for additional information;

   e. Lead in monitoring the effective implementation of GAD-related policies and the annual GAD plans, programs, and budget;

   f. Lead the preparation and consolidation of the annual agency GAD Accomplishment Report and other GAD Reports that may be required under the MCW;

   g. Strengthen the external link with other agencies or organizations working on women's rights, to harmonize, and synchronize GAD efforts at various levels of governance;

   h. Promote and actively pursue the participation of women and gender advocates, other civil society groups, and private organizations in the various stages of the development planning cycle, giving special attention to the marginalized sectors; and

   i. Ensure that all key officials, faculty members, and staff including the finance officers (e.g. accountant, budget officer, and auditors) are capacitated on GAD. Along this line, they shall recommend and plan an appropriate capacity development program on gender and development for its employees as part of and implemented under its regular human resource development program.

4 The ***University GAD Technical Working Group (TWG)*** which compose of the campus directors, college deans, head of offices and units such as policy and planning, budget, finance, research, and extension, among others shall work with the human resource management office (HRMO) on the development and implementation of an appropriate capacity development program on gender equality and women empowerment of its faculty members and staff as requested or deemed necessary, for other offices as the case may be. It shall assist the University GAD Focal Committee to:

   a. Facilitate the implementation of the gender mainstreaming efforts of the University through GAD planning and budgeting process;

   b. Formulate the university GAD Plans, Programs and Budget in response to the gender gaps and issues faced by their clients and constituencies, female and

male faculty member, employees and students following the conduct of gender audit, gender analysis, and/or review of sex- disaggregated data;

c. Strengthen capacity development of and provide technical assistance to the university's key officials, directors, deans, heads and coordinators as needed.

d. Coordinate with the different campuses through the campus GAD coordinator and members and ensure their meaningful participation in GAD strategic and annual planning exercises.

e. Conduct of advocacy activities and the development of IEC materials to ensure critical support of the university's key officials, faculty members, staff, students and relevant stakeholders to the activities of the GFPS or GAD Committee and GAD mainstreaming activities.

f. Monitor the implementation of GAD-related programs, projects and activities on different campuses and suggest corrective measures to improve the implementation of GAD PPAs and GFPS or GAD Committee initiatives.

g. Prepare and consolidate the university GAD accomplishment report.

h. Provide regular updates and recommendations to the university president or Exe Com on the activities of the GFPS and the progress of the university's GAD mainstreaming activities based on the feedback and reports of the various units of the university.

5. ***The University GAD Secretariat*** which composes of the staff/personnel from the University GAD Center and HRMO shall:

a. Ensure that meetings are effectively organized and documented;

b. Prepare, coordinate, and follow up letters and relevant documents to different campuses and offices; and

c. Document the GAD related activities implemented in the university.

Section 4. Structure, Composition, Roles and Responsibilities of the Campus GAD Focal Point System (GFPS) or GAD Committee (PCW MC No. 2011-01)

The **Campus GAD Focal Point System (GFPS**) is expected to perform the following roles and responsibilities (PCW MC No. 2011-01).

1. The **Campus Director** serves as the Head of the Campus GFPS shall:

a. Issue policies, memoranda, or other directives that support GAD mainstreaming in the plans, programs, projects and activities, budget, systems and procedures of the campus including the creation, strengthening, modification, or reconstruction of the GFPS; and
b. Approve the campus GAD plans, programs, activities and budget together with the assistance of the executive and technical working group committees and ensure their implementation with the campus GFPS in collaboration with other offices, units and/or partner agencies.

2. The **Deans** as Campus GAD Executive Committee shall:

a. Provide direction and give policy advice to the campus director, to support and strengthen the campus GFPS and gender mainstreaming activities;

b. Direct the identification of GAD strategies, programs, activities and projects based on the results of gender audits, gender analyses and according to the identified priorities of the university in response to the gender issues faced by its clients, faculty, staff and students;

c. Ensure the timely submission of the campus GAD plan and budget, accomplishment report and other related reports to the head of the University GAD Center;

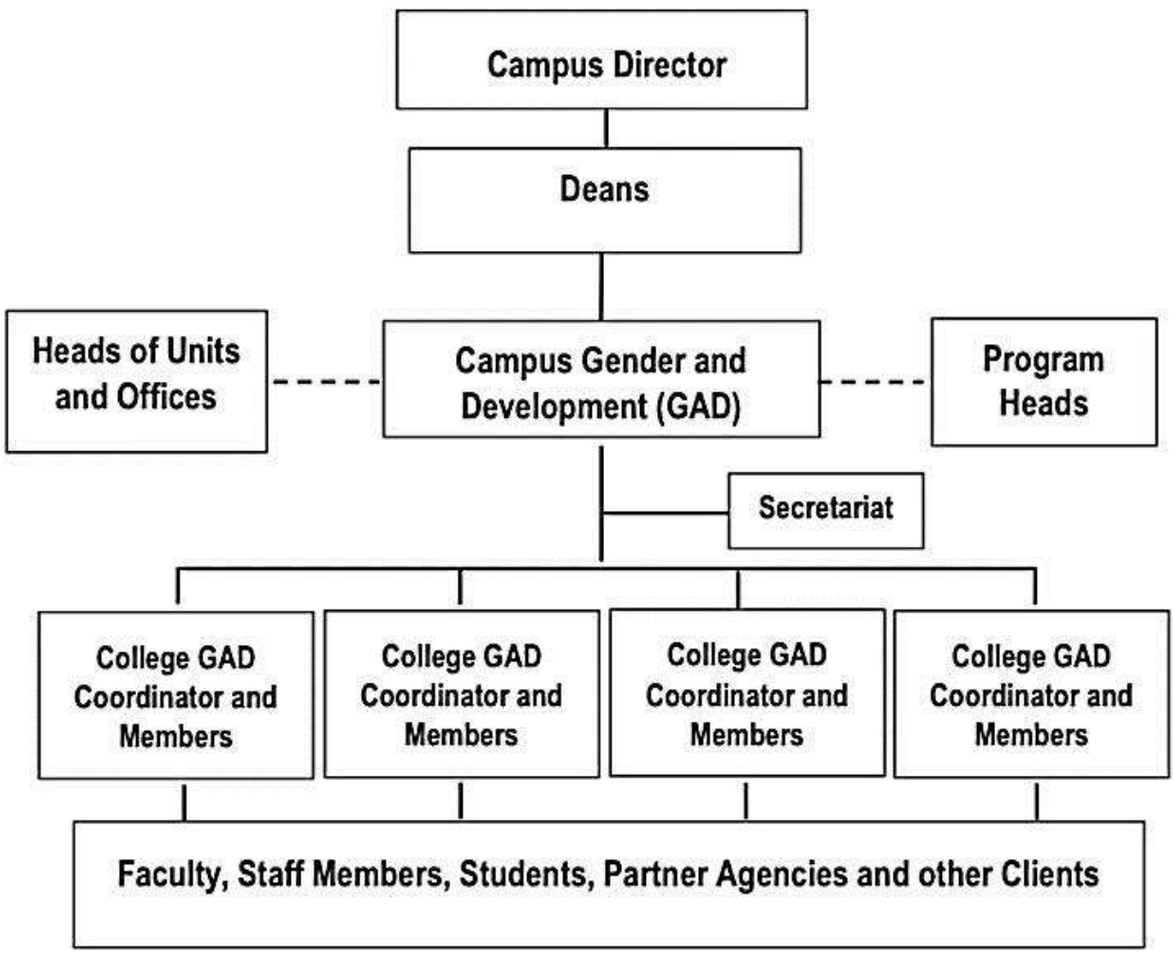
d. Ensure the effectiveness and efficient implementation of the agency's GAD programs, activities and projects and the judicious utilization of its budget;

e. Build and strengthen the partnership of the university with PCW, GAD experts, advocates, women's groups and other stakeholders in pursuit of gender mainstreaming;

f. Recommend approval of the campus GAD plan and budget and accomplishment report;

g. Recommend awards or recognition for outstanding institutional GAD programs, activities and projects and/or GAD focal point system or committee members.

CAMPUS GAD COMMITTEE/ FOCAL POINT SYSTEM ORGANIZATIONAL STRUCTURE



3. The **Campus GAD Committee or Focal Persons** shall:

    a. Formulate the campus GAD plans, programs, and budget in response to the gender gaps and issues faced by their clients and constituents, female and male faculty members, employees, and students following the conduct of gender audit, gender analysis, and/or review of sex

    b. disaggregated data;

    c. Assist in the capacity development of and provide technical assistance on GAD to the campus key official, directors, deans, heads and coordinators as needed;

    d. Coordinate with the different colleges and ensure their active participation on GAD strategic and annual planning activities;

    e. Lead the conduct of advocacy activities, seminar workshops and trainings on GAD and the development of IEC materials to ensure critical support of the university key officials, faculty members, staff, students and relevant stakeholders to the activities of the GFPS;

    f. Monitor the implementation of GAD related program, projects and activities in different colleges and suggest corrective measures to improve the implementation of GAD PPAs or GFPS or GAD Committee initiatives; and

    g. Prepare campus GAD accomplishment report and other documents.

4. The **Campus GAD Technical Working Group (TWG)** shall:

    a. Facilitate the implementation of the gender mainstreaming efforts of the university through the GAD planning and budgeting process;

    b. Work together on the development program for gender equality and women's empowerment for its faculty members and staff as requested or deemed necessary;

    c. Ensure the cooperation and participation of faculty members, staff, and students and other stakeholders in gender related programs, projects and activities.

5. The **Campus GAD Secretariat** which composes of the staff/personnel from the GAD Office shall

    a. Ensure that meetings are effectively organized and documented;

    b. Prepare, coordinate and follow up letters and relevant documents to different offices; and

    c. Document GAD related activities.

Chapter 3

GAD - RELATED PROGRAMS, PROJECTS AND ACTIVITIES (PPAs)

The GAD paradigm is translated from theory to practice through the mainstreaming strategy. Gender mainstreaming refers to the strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies, programs and projects in all social, political, civil, and economic spheres so that women and men benefit equally. It is the 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.

Section 1. Conscientization

Any discussion or activity on GAD shall begin with raising consciousness about women's subordinative and the differential roles male and female play because of gender role definitions.

This is also part of foundation formation, the challenge at the onset of any change effort is getting people to understand, appreciate and imbibe the need for change. It also includes the agency's decision to incorporate GAD in their regular program, issue broad statements by top management expressing support for GAD and its concepts, reviewing existing policies, both addressing the agency's personnel and its clients, to determine their gender responsiveness, allocating budget to fund GAD-related activities and evaluating and analyzing the organization's potentials for incorporating GAD in its programs and projects.

Section 2. Advocacy

This is the process of creating support, strengthening that support through consensus building, fostering a favorable climate, and creating a supportive or enabling environment. This should start with recognizing that GAD concerns are widespread issues that need to be addressed by oneself, the organization, and the community. Plan for the conduct of the GAD assessment using the GAD analysis tool, use the result as the starting point of the GAD advocacy, and prepare for the advocacy plan.

Section 3. Capability Building

These are the activities that enable the individual GAD advocate, focal point, or committee to develop specializations that will help her or him facilitate the attainment of gender equity. Trainings include personal effectiveness, leadership training, interpersonal communication, gender sensitivity training, GAD mainstreaming, gender-responsive planning, budgeting, monitoring and evaluation, gender analysis, and related tools.

Section 4. Capacity Building

These include activities that enable the organization to address gender issues and concerns in different aspects, ensuring that the agency's flagship programs address gender issues, and GAD training programs that are more focused and particular to the needs of the sponsors, advocates, and targets of change.

Section 5. Operationalization

These include explicit integration of GAD concerns in all aspects of the organization and phases of the project cycle, alliance building and trainers' pool, linkage and networking with other GAD advocates and women's organizations, resource mobilization, recognition, and rewarding of good or best practices.

Section 6. Institutionalization

Some of the strategic mechanisms established by top management to support GAD through the creation and strengthening of the GFPS. GAD Committee or TWG serves as the planners and implementers of GAD mainstreaming. It also refers to the issuance of policies and guidelines to hasten GAD mainstreaming, a GAD plan that spells out the agency's vision and goals with regard to GAD mainstreaming, translates and incorporates GAD into actual programs and projects, sets the direction of its mainstreaming efforts, and identifies institutional mechanisms, such as funding and staff, to be tapped in implementing GAD programs and projects.

Some of the strategic mechanisms established by top management to support GAD through the creation and strengthening of the GFPS or GAD Committee or TWG who serve as the planners and implementers of GAD mainstreaming. Also refers to the issuance of policies and guidelines to hasten GAD mainstreaming, GAD plan that spell out the agency's vision and goals with regard to GAD mainstreaming, translate and incorporate GAD into actual programs and projects and set the direction of its mainstreaming efforts and identification of institutional mechanisms such as funding and staff, to be tapped in implementing GAD PPAs.

Chapter 4

GENDER ANALYSIS AND TOOLS

For the effective implementation of GAD-related programs, projects and activities, gender analysis must be conducted to identify the differential status, needs and capabilities, roles and responsibilities of women and men in society as well as their access to and control of resources, benefits and opportunities. With regards to this, gender analysis tools such as the Gender Mainstreaming Evaluation Framework (GMEF) and Harmonized Gender and Development Guidelines (HGDG) must be utilized in the university.

Below are the guidelines on how to strengthen GAD mainstreaming not only in the university but also in the campus level.

Section 1. URS Guidelines on Strengthening GAD Policy and Mainstreaming Strategies in Compliance to the Magna Carta of Women (MCW)

1. Section 37 of the Implementing Rules and Regulations (IRR) of the Magna Carta of Women (RA 9710) mandates all government agencies, offices, bureaus, instrumentalities, state universities and colleges (SUCs), government-owned and controlled corporations, and local government units to pursue the adaptation of gender mainstreaming as a strategy to promote and fulfill women's human rights and eliminate gender discrimination in their systems, structures, policies, programs, and procedure

2. Gender Mainstreaming Evaluation Framework (GMEF) is a tool to measure the extent of the gender mainstreaming efforts of the organizations, both national government agencies and local government units. It is meant to assist the GAD Focal Point System (GFPS) members in measuring the gains and successes, as well as pinpoint areas for improvement in the way they mainstream the Gender and Development (GAD) perspective in their respective organization and can be used as basis in the formulation of the annual GAD plan and budget (GPB).

3. University of Rizal System as designated GAD Resource Center of CALABARZON by the Regional Development Council (RDC) Resolution No. IV-A-45-2005 is

expected to institutionalize GAD policy and mainstreaming strategies in all campuses.

4. Pursuant to this, the following GAD mainstreaming strategies per entry point is hereby approved:

Section 2. Gender Mainstreaming Evaluation Framework (GMEF) Tool and Entry Points.

Policy

- Formulate and issue more policies addressing gender related needs, issues and concerns of the internal clients (key officials, faculty, staff members and students) and external clients (stakeholders and partner agencies);

- Formulate GAD agenda or strategic framework and integrate to the University Organizational and financial plan;

- Use gender fair language in policy formulation, issuance of memoranda, IEC (information, educational and communication) materials, reports, research, and other forms of documents and information dissemination campaign;

- Use gender analysis and appropriate tools in the development and enhancement of policies, programs, projects and activities;

People

- Continuous orientation on gender-related policies, mandates, issues and concerns to the internal and external clients.

- Sustain the capability building activities for the GAD Focal Point System Members, internal and external clients on GAD mainstreaming, planning, budgeting, gender analysis and tools, gender statistics, GAD curriculum integration, gender sensitive research and gender-responsive extension service and other concerns.

- Provide GAD technical assistance to the internal and external clients through consultation, orientation, training, seminar and workshop.

- Disseminate the GAD initiatives and best practices of the university through GAD training and seminar, websites, social media and among others.

Enabling Mechanisms

- Update the directory of the newly created/reconstituted GAD focal point system members of the university and each campus.

- Sustain exploratory activities with the Philippine Commission on Women (PCW) and other partner agencies or individuals to facilitate GAD mainstreaming efforts.

- Establish sex disaggregated database and enhancement of GAD monitoring and evaluation system.

- Ensure that the GAD focal point system members are functional based on CHED Memo Order No. 1 series of 2015 and other related mandates.

- Establish other GAD mechanisms such as CODI, IRR on Anti-Sexual Harassment in Campus, Referral System on VAWC, establishment of Women's Desk, Toddlers or Day Care Room, etc.

- Monitor and submit evaluation report on the progress of GAD related programs, projects and activities implemented.

- Strengthen and sustain partnership and linkage to other agencies, local government units and individual toward strategic implementation of GAD programs, projects and activities.

- Utilize sex disaggregated data or gender statistics in development process such as planning, implementation and management, monitoring and evaluation.

- Submit status or progress report, client satisfaction survey, results of gender impact assessment, documented testimonies, etc.

- Submit annual GAD plan and budget including accomplishment report.

- Generate sector specific knowledge products (KPs) on GAD such as developed database with sex-disaggregated data or gender statistics, caselets, case studies, briefers, fact sheets, etc.).

- Utilize the GAD budget judiciously.

Programs, Projects and Activities

- Initiate and participate to GAD related events like International Women's Day, National Women's Month Celebration, 18-day Campaign to End VAW and others.

- Sustain the conduct of GAD related seminar and training to the internal and external clients.

- Review and revise existing IEC materials and knowledge products and ensure the use of gender-fair language and images.

- Provide and/or improve GAD corner, office or center in all campuses for a more gender sensitive and responsive services.

- Conduct research on gender related issues and concerns and use them as basis in the formulation of GAD plan and agenda.

- Conduct training needs assessment to deepen sessions on GAD training and as part of the continuing capacity development of the GAD focal point system members.

- Provide and sustain facilities and services that address the gender issues and concerns of the internal and/or external clients such as GAD office, toddlers' room or child-minding center, breast feeding corner, lactation room and others.

- Develop and utilize modules with gender sensitivity, equality and empowerment as core competency.

- Develop and disseminate IEC materials on GAD to the clients (internal and external).

- Update regularly GAD section in the website and set up knowledge management system as a mechanism to transfer knowledge on GAD.

- Apply gender analysis tools to assess gender-responsiveness of programs, projects and activities.

- Design a convergence model on GAD mainstreaming that can be recognized and replicated by other organizations.

URS campuses with their functional GAD focal point system or committee are mandated to institutionalize, implement and initiate the above-mentioned strategies.

Section 3. Harmonized Gender and Development Guidelines (HGDG)

Another gender analysis tool that should be utilize on GAD mainstreaming in the university and campuses is the Harmonized Gender and Development Guidelines (HGDG). The tool with ten (10) required elements is used to ensure that the programs and projects undertaken by the university and campuses in their various stages are gender-responsive.

ELEMENTS OF REQUIREMENTS	THINGS TO CONSIDER
1. Participation of women and men in project identification of the development problem and design	• Consult with women and men beneficiaries at the earliest stage of the project • This will ensure that their concerns are taken into consideration
2. Collection and use of sex dis- aggregated data	• Sex-disaggregated data and gender-related information are necessary inputs to a comprehensive analysis of the situation • Primary or secondary data can be used • Who are the intended project beneficiaries? How many are women, men, children? • What are their profiles? Are they housewives? with livelihood? working husbands? school age children?
3. Conduct of gender analysis and identification of gender issues	Do gender analysis. Sample basic questions to ask: ✓ What gender issue will the project address? ✓ What is the cause of the gender issue? ✓ What resources are available to women and men beneficiaries? ✓ What resources do women have control over?

	✓ Who has control over the benefits derived from it? ✓ What are the pervading beliefs in the community that affects or limits the participation of men and women in the project? ✓ How should the project be designed so it becomes responsive to women?
4. Gender equality goals, outcomes and outputs	Formulate project goals/objectives which contributes to the following: ✓ increased economic empowerment of women ✓ protection and fulfilment of women's human rights ✓ gender-responsive governance
5. Matching strategies with the gender issues	• Plan activities/strategies that will address gender issues
6. Gender analysis of the designed project	• Gender division of labor and gender needs • Access to and control of educational services and benefits • Constraints to participation
7. Monitoring targets and indicators	• Indicators for welfare, access, consciousness raising, participation, and control • Sample indicators and targets: ✓ 30% increase of women project beneficiaries participating in the management of the project ✓ 80% of project beneficiaries will adopt the new technology ✓ 50% of the participants will engage in microfinance project
8. Sex-disaggregated database	• Project monitoring framework • Monitoring and reports should be sex-disaggregated
9. Resources	• There should be budget allocation provided for the planned activities that will address the gender issues and facilitate integration of GAD in the project • Availability of GAD experts to integrate GAD or to promote

	gender equality and women empowerment • Commitment to invent in project, building capacities of staff, integrating GAD in promoting gender equality
10. Planned coordination with PCW or the agency's GAD plans	• The project will build/strengthen agency's commitment to women's empowerment and gender equality • Exit plan that will ensure sustainability of GAD efforts and benefits.

Section 4. Sources of the GAD Budget

a. At least five (5) percent of the total university GAD budget under the General Appropriations Act (GAA) shall be used to fund gender-related programs, projects and activities.

b. Official Development Assistance (ODA).

c. Other income of the University.

Section 5. Cost Items the GAD Budget can Support

a. Personnel Services - salaries of workers directly engaged in gender-responsive programs and projects

b. Maintenance and Other Operating Expenses - e.g. cost of managing a women's crisis center, toddlers' room, a non-traditional occupation, training of field workers on GAD, supplies and materials for GAD bulletin and related publication.

c. Capital Outlay - e.g. constructing of and providing equipment for women's shelter and training center for women.

Section 6. Who Should Prepare the GAD Budget

a. GAD Focal Points / Committee

b. Budget Officer

c. Planning Officer

Chapter 5

GENDER-RESPONSIVE RESEARCH PROGRAM (GRRP)

Section 1. Integrating Gender Lens and Perspective in the University Research Agenda.

To integrate gender-lens and perspectives in the research agenda, the university shall consider the following:

1. Institutionalize GAD database with sex-disaggregated data and gender statistics in all research activities;

2. GAD policy and program assessment and evaluation;

3. Establishment of an Ethics Board that will review gender sensitivity in research activities;

4. GAD guidelines on ethical standards in research in accordance with the Convention of the Elimination of All Forms of Violence Against Women (CEDAW) and the Magna Carta of Women (MCW); and

5. Incentives and other support structures for the conduct of researches related to GAD

Section 2. GAD Research Priority Areas.

Gender-related research studies may include the following:

1. GAD research program for GAD planning and budgeting;

2. Gender research and women's studies as areas of studies in all disciplines;

3. Specific topics for gender research, in light of social issues raised by the MCW;

4. Gender in power and decision making;

5. 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, etc.);

6. Counting the unaccounted: Indigenous women and girls and other marginalized sectors in education;

7. Matching mismatches: career tracking of women;

8. Deepening the disciplines with gender (e.g., women in history)

9. Emerging gender issues such as but not limited to sexual orientation and gender identities.

In terms of documentation, monitoring and evaluation of the gender- related research studies conducted, they should be consistent with the guidelines set forth in the National Higher Education Research Agenda (NHERA) of the Commission on Higher Education. Such monitoring and evaluation shall include the collection of researches and publication on gender and women studies.

On the budgetary and planning requirement, the university shall ensure that the gender-responsive research programs be included in the fiscal year's GAD plan and budget.

Chapter 6

GENDER-RESPONSIVE EXTENSION PROGRAM (GREP)

GREP refers to a collaborative set of activities designed by the university to contribute to the empowerment of both the institution and identified communities to promote and achieve the core values of gender equality. It 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 maybe

Section 1. Forms and Priority Areas

Forms and priority areas for gender-responsive extension program may include the following:

1. Technology transfer - bringing into the identified community tested and matured innovations, knowledge, structures, systems and methods that are gender-responsive;

2. Livelihood Programs 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 application;

3. Technical Assistance - the provision of professional expertise such as consultancy services, mentoring, counseling, advisership, etc. by trainer/professional and GAD experts;
4. Advocacy - the dissemination of information through media, seminars, meetings, conferences, symposia, workshops, lectures and speakerships, and the distribution of IEC materials to promote gender and development concerns;
5. Linkages - the establishment of partnership 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 university to help promote gender equality, poverty reduction and sustainable development. They shall focus on, but shall not be limited to the following areas: access to privileges and opportunities; human rights; equality and role modification; social empowerment (men, women and LGBTQI+); governance 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.

Section 2. Documentation, Monitoring and Evaluation of Gender-Responsive Extension Program

On documentation, monitoring and evaluation of the gender responsive extension program, the university shall refer to gender analysis and tool and shall include the following to ensure the effectiveness of the program:

1. Program proposal addressing identified gender issues and concerns;
2. Data analysis on the results of GREP services;

3. Data results/recommendations which shall form part of a database for GAD programs and projects in the future;

4. Intervention support and activity report including photos;

5. Budgetary support; and

6. Results and recommendation.

With regards to the budgetary and planning requirements, the GREP of the university shall be included in the fiscal year's GAD plan and budget. The budget of the university for extension shall take into account the necessary service cost, and may include as well incentives, privileges and incidental expense allowance.

Chapter 7

University Gender and Development Programs and Activities

Section 1. Gender Sensitivity Training and Other Capability Building Activities on GAD.

Key officials, faculty, staff members, students at all levels, and other stakeholders shall be provided with gender sensitivity orientation or training, as well as other capability building activities, in coordination with the University GAD Center through the campus GAD coordinator and in collaboration with other offices, units, and organizations, to equip them with theoretical and practical knowledge on gender issues and concerns.

Section 2. Gender Mainstreaming in the Curriculum.

The faculty members shall find ways of gender mainstreaming in the curriculum where gender and development issues and concerns shall form part of the general curriculum in all courses. Reference materials on gender mainstreaming shall be reviewed to conform with the programs, projects and activities of the University.

Section 3. University Men Opposing Violence Against Women and All Forms of Discrimination.

There shall be an organized year-round activity related to gender and development to support the campaign to oppose and stop violence against women and all forms of discrimination, organized and implemented by the URS GAD KATROPA MOVE - URS Chapter.

Section 4. Expertise Sharing of the University GAD Resource Pool to Partner Agencies and Stakeholders

The University GAD Resource Pool, CALABARZON GAD Resource Pool and the National GAD Resource Pool shall support the gender and development programs of the public and private entities in the Province of Rizal and CALABARZON region, or in some instances, any part of the country by acting as resource persons and/or facilitators of GAD trainings and seminar-workshops.

Section 5. Continuous Capability Building on Gender and Development for GAD Trainers and Future Trainers.

There shall be a continuous capability building on gender and development for trainers and future trainers on GAD issues and concerns annually to increase the level of awareness and maturity of the Campus GAD Resource Pool. To cater to the increasing number of students in the University, recruitment and development of the GAD Resource Pool in the campuses shall be undertaken more often when necessary.

Section 6. Popularization of Gender-Related Materials.

The University GAD Center shall produce gender sensitive reading materials such as modules, leaflets, tarpaulins, mugs, fans, bags and other information, education and communication (IEC) materials to promote and popularize Gender and Development programs.

Section 7. Programs on Women's Health and Well-Being.

The University GAD Center's annual development plan shall include advocacy programs for women's health and well-being through public forums, webinars, or online lectures, as well as other methods of prevention and cure.

Section 8. Programs on Men's Health and Well-Being.

Advocacy programs for men's health and wellbeing through public forums, webinars, online lectures, and other preventive and curative measures shall be included by the University GAD Center in its annual development plan.

Chapter 8

Special Events and Activities

Section 1. Declaration of March 8 as International Women's Day and the Month of March as Women's Month.

As declared by the United Nations, March 8 be observed as Women's Day and march as women's Month. There shall be a university-level set of activities for women to increase their level of awareness and critical consciousness on the issues affecting them.

Section 2. International Day of Action for Women's Health.

The University GAD Center shall cause the celebration of the International Day of Action for Women's Health every year where issues and concerns relative to the protection and promotion of women's health shall be examined, deliberated, projected and government action sought.

Section 3. 18-Day Campaign to End Violence Against Women and their Children (VAWC).

The University GAD Center in partnership with the Philippine Commission on Women, Men Opposed to Violence Against Women Everywhere (MOVE) and other concerned agencies/organizations shall conduct activities in observance of the 18-day Campaign on the Elimination of VAWC from November 25 to December 12 every year.

Chapter 9

Procedures in the Implementation of GAD Programs, Projects and Activities

Section 1. Formulation of Project Proposal for the GAD Programs, Projects and Activities

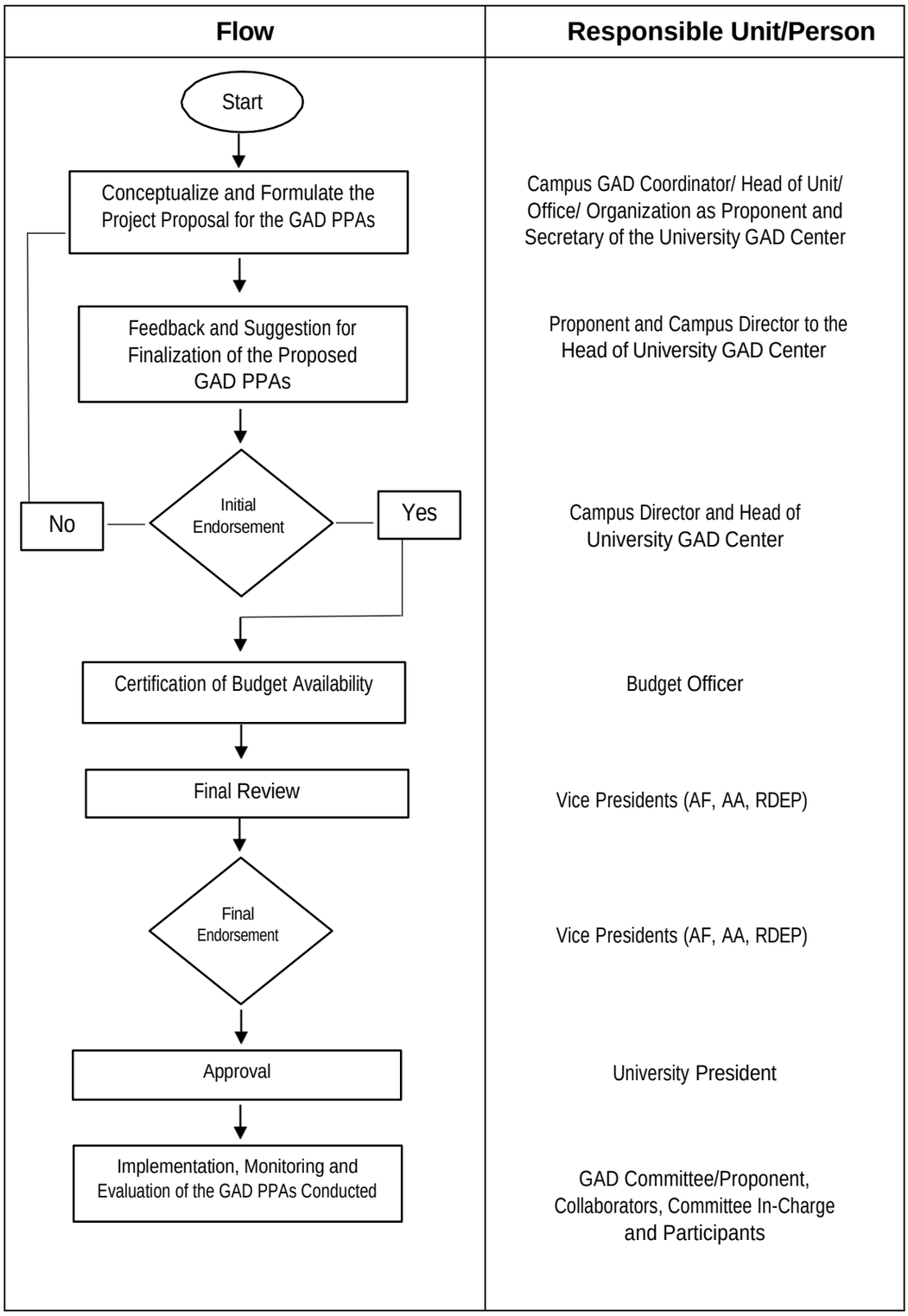
The GAD committee and other proponent conceptualizes and formulates the project proposal which include the title of the activity, rationale and objectives, target date and venue of implementation, program of activity, persons involved, budgetary requirement, working committee and evaluation and recommendation.

Section 2. Initial Endorsement of the Project Proposal.

The project proposal is sent to the campus director for feedback and suggestions, if finalized it is initially endorsed to the head of the University GAD center for further review. Then send the project proposal to the vice presidents' office for recommending approval and final endorsement for budget allocation and approval of the university president.

Section 3. Certification of Budget Availability.

Work Instructions on How GAD Programs, Projects, and Activities are Implemented



Request the certification of budget availability to the budget office if required.

Section 4. Final Review, Endorsement and Approval

Following the final review and endorsement of the project proposal by the concerned vice president/s, the university president approves it for budget allocation and implementation.

Section 5. Implementation and Monitoring of the Approved GAD Programs, Projects and Activities.

The GAD committee/proponent with the collaborators initiate the implementation of GAD programs, projects and activities. Monitor the necessary preparation to ensure the effective implementation of the approved GAD PPAs.

Section 6. Evaluation of GAD Programs, Projects and Activities Conducted.

The program and committee in-charge shall conduct an evaluation of the GAD programs, projects and activities implemented. Feedback shall be given to the proponent as a reference for other future GAD programs for improvement.

Chapter 10

Gender and Development Physical Facilities

Section 1. CALABARZON GAD Resource Center (GRC).

The CALABARZON GRC is located at the ground floor of ISR Rodriguez Building, URS Morong Campus. It has a mini library where books, theses, journals and pamphlets on Gender and Development are kept and utilized by student and faculty researchers. There is a conference area for about 30 persons, fully air conditioned and provided with technical equipment for presentations during small conferences.

Section 2. University GAD Center at URS Main Campus.

GAD related programs, projects and activities in URS Tanay Campus as well as other student development activities for organizational meetings and GAD seminars are accommodated in the said GAD Center.

Section 3. GAD Office in all Campuses.

Each campus shall provide a facility where the campus GAD coordinators and members can stay to facilitate the implementation of the gender-related programs, projects and activities which is in collaboration or partnership with the university GAD center, other concerned offices and units. The said facility can also serve as a venue for dealing with other gender- related concerns of the students, faculty, and staff members.

Section 4. Gender Sensitive and Responsive Facilities.

To respond to the gender-related needs and concerns of its learning community, campuses must have facilities that are gender sensitive and responsive like lactation rooms, toddlers' or child minding rooms, all-gender comfort rooms and others.

Section 5. Gymnasium of URS Campuses.

They are utilized for sports development activities and leisure games and other GAD- related activities.

Section 6. University Student Development Center.

This houses the Office for Student Development Services, such as Student Admissions, Scholarship, Student Welfare Assistance, Student Organizations, Guidance and Counselling and Campus Ministry. The first floor of OSDS is also used by students for indoor games such as chess, games of the generals, among others.

Section 7. Campus/College Student Centers.

Each campus/college in the University is provided with Student Center where extra-curricular activities, other GAD-related programs and student meetings may be held.

Chapter 11

Special Groups of People in the University

Section 1. Differently Abled or Persons with Special Needs.

Differently abled or persons with special needs are described in terms of lack of normal functioning of physical, mental, or psychological processes. They are also described as persons with learning difficulties in adjusting socially, which interfaces with a person's normal growth and development.

Special programs for these persons are crafted and implemented depending on the level of their difficulty which at times may be mainstreamed in regular classes of their grade level and /or course.

Section 2. Senior Citizens.

Senior Citizens are those employees still gainfully employed in University of Rizal System with ages 60 to 65. They shall be entitled to all the rights and privileges afforded to them by Republic Act No. 7432 and Republic Act No. 9994.

Section 3. Lesbian, Gay, Bisexual, Transgender/sexual, Queer, Intersex, Asexual, Plus (LGBTQIA+) Community

The LGBTQIA+ community comprises educators, staff members, students, and allies supporting the rights and concerns of individuals with diverse sexual orientation, gender identity, and expression (SOGIE). They belong to this group of people, whose rights and privileges are to be respected with the restrictions outlined in the Student Handbook, which include, but are not limited to, rules about attire, hairstyles, and other matters.

Student development programs that will help students develop their natural skills and talents will be included in the University's regular student development programs. No LGBTQIA+ people will be bullied or denied the right to learn.

Section 4. Solo Parents.

They are individuals who have a dependent child or children and are widowed, divorced, or unmarried. They will not be denied the opportunity to pursue a career at the university, as well as the right to learn, conduct research, and participate in university activities.

Section 5. Indigenous Peoples.

Indigenous peoples are with distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live. They shall enjoy similar rights as other students.

Section 6. Nursing Mothers.

Nursing mothers are women who feed their babies with their own breast milk and shall be provided with a breastfeeding or lactation room as may be necessary.

Chapter 12

University Associations Supporting GAD Programs

Section 1. GAD KATROPA MOVE.

This is an organization of university male faculty, staff members and students who have pledged to support GAD programs, projects and activities at the university and in the community. MOVE stands for Men Opposing All Forms of Violence Against Women, and KATROPA refers to Kalalakihang Tapat sa Responsibilidad at Obligasyon sa Pamilya.

Three (3) major programs should be implemented in collaboration with the Commission on Population, Regional Office IV-A now named as Commission on Population and Development (CPD), which include Responsible Parenthood and Family Planning (RPFP), Adolescent Health and Development (AHD), and Population and Development (PopDev), with Men's Responsibilities in Gender and Development and Responsible Parenthood.

Section 2. URS CALABARZON GAD Resource Pool Members

This is a team of trained faculty and staff members from the University and had completed the Certification Process to become members of the CALABARZON GAD Resource Pool. They are invited to various regional line agencies, local government units, academe, private organizations, and the community to provide GST and other related seminars or trainings to discuss GAD laws and mandates, as well as other relevant gender issues and concerns.

Section 3. URS National GAD Resource Pool Members

The National GAD Resource Pool is composed of three members who have been accredited by the Philippine Commission on Women (PCW). They are invited to provide technical assistance, discuss GAD laws and mandates, and conduct capability building activities and trainings on Gender Sensitivity, GAD Mainstreaming, Planning and Budgeting, Gender Analysis and Tools, among others.

Section 4. Philippine Association of the University Women (PAUW) URS Chapter.

The university supports its national organization that promotes close cooperation, understanding, and friendship among university women throughout the country. It initiates, promotes, and encourages educational improvement at all levels. It also encourages full participation and involvement in programs, projects, and activities related to the well-being and advancement of women in particular, as well as the country and its people in general.

Chapter 13

Coordination, Implementation, Monitoring and Evaluation

The University may utilize or enhance existing and/or adopt new mechanism, systems and processes to monitor, and evaluate the implementation of the GAD Code.

1. In accordance with the overall GAD policy framework, the university and campus GFPS, in collaboration with the various offices and units, faculty, staff members, students, partner agencies, and other stakeholders, will be responsible for the operationalization of the GAD code. They will successfully work together to put the GAD Code into action.

2. As part of the monitoring and evaluation process, GAD coordinators from URS campuses must submit their GAD plan and budget, along with an accomplishment report, to assess the progress of programs, projects, and activities.

3. The university shall ensure that a participatory and consultative process is used in the monitoring and evaluation activity, which includes not only the university as the implementing institution, but also the key women and men affected or benefited by the programs, projects, and activities.

4. All concerned shall adopt and use the gender analysis tools with checklist like Gender Mainstreaming Evaluation Framework (GMEF) or Harmonized Gender and Development Guidelines (HGDG) or a modified monitoring and evaluation tool. Submit the university's consolidated GAD report, which should include not only the success of the projects, but also best practices and important GAD lessons.

Chapter 14

Budget Allocation

To effectively implement the GAD Code, the University must allocate at least five (5) percent of its annual budget to programs, projects, and activities that address gender issues and concerns and promote gender equality and empowerment. This is in accordance with RA 7192 and Section 28 of the General Appropriations Act of 1998.

REFERENCES:

Guidelines on the Formulation, Implementation, Monitoring and Evaluation of a Gender and Development (GAD) Code Philippine Commission on Women, 2013

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URS Gender and Development (GAD) Center Manual of Operations, 2020 Gender and Development Center Leaflet, University of Rizal System

Kintanar, Thelma B. Gender Fair Language: A Primer, University Center for Women Studies, University of the Philippines, Quezon City, 1998

Primer on Republic Act No. 9208 Anti-Trafficking in Persons Act of 2003.as Amended by RA 10364, Expanded Anti-trafficking in Persons Act of 2012, 3rd Edition 2015

University Handbook on Leave Administration. January 2022

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