



8 October 2020

MEMORANDUM NO. 436
Series of 2020

T O: All College Deans, Chancellors, Department Heads, Directors/Heads of Academic, Research, Extension and Administrative Offices, and College GAD Coordinators

R E: Preparation and Online Submission of Fiscal Year (FY) 2021 Gender and Development (GAD) Plans and Budgets

Pursuant to Philippine Commission on Women (PCW) Memorandum Circular 2020-05: Preparation and Online Submission of FY 2021 GAD Plans and Budgets, each college/office/center, in coordination with its GAD Coordinators, is requested to prepare its GAD Plan and Budget for FY 2021 and submit for consolidation to the University Gender Resource Center through email gad.office@vsu.edu.ph on/or before **12 October 2020**.

Provided under Section 36(a) of the Magna Carta of Women, the GAD budget, which is the cost of implementing GAD programs, shall be at least five percent (5%) of the agency's total budget appropriations. **As such, GPBs that do not meet the minimum 5% requirement shall not be reviewed nor endorsed by PCW. When this happens, VSU is deemed non-compliant.**

In the preparation and submission of the FY 2021 GPB, national government agencies and instrumentalities shall observe the following:

- The gender issues/GAD mandates and corresponding GAD programs, activities and projects (PAPs) to be included in the GPB should be within the context of the agency's mandates. In identifying gender issues and corresponding GAD PAPs, agencies shall include those that directly respond to mandates provided in international and national laws, commitments and plans on women and gender equality.
- The identification of gender issues and GAD PAPs to be addressed in the plan shall also be informed by the results of gender analysis and gender audit.
- Prioritize addressing gender issues brought about by the COVID-19 pandemic that are within respective mandates and highly encouraged to use the Harmonized Gender and Development Guidelines (HGDG) tool to ensure the gender-responsiveness of PAPs to be implemented in response to the COVID-19 pandemic and the "new normal".
- The GAD budget may be drawn from the agency's maintenance and other operating expenses (MOOE), capital outlay (CO), and/or personnel services (PS).
- Aside from implementing direct GAD PAPs to address organization- or client-focused gender issues or GAD mandates, agencies may attribute a portion or the whole budget of the agency's major program/s or project/s to the GAD budget using the HGDG tool. Assessing major program/project using the HGDG tool enables the agency to identify strengths and areas for improvement to gradually increase the gender-responsiveness of the program/project. Major programs/projects subjected to the HGDG assessment shall be reflected under the GPB section on "Attributed Programs." Direct GAD activities of the agency shall no longer be subjected to the HGDG assessment. The



percentage score of the program/project in the HGDG assessment shall correspond to the percentage of the budget of the agency's existing and proposed major program/project that may be attributed to the GAD budget: Provided, that programs/projects with HGDG scores below 4.0 shall not be eligible for budget attribution. The formula shall be as follows:

HGDG Score /Total HGDG Points X 100% = % of annual program budget attributable to GAD

% of annual program budget attributable to GAD × annual program budget=attributable amount to GAD

e.g. $16.5/20 \times 100\% = 82.5\%$

$82.5\% \times \text{Php } 50 \text{ million} = \text{Php } 41,250,000.00$

PDF copies of the results of assessment using the appropriate HGDG design checklist and other relevant and supporting documents/ means of verification (e.g., project design, concept note, or attendance sheets of stakeholder consultations) shall be attached to the GPB submission.

- The consolidated GPB will be encoded and submitted online by the University GRC Head with the President's approval through the Gender Mainstreaming and Monitoring System (GMMS) within a specific timeframe (October 12, 2020) to CHED Region VIII. Once the GMMS closes, we will not be able to submit the plan. Submission not done through the GMMS is not acceptable.

Attached is the GPB template and HGDG Checklist for your guidance.

For questions and clarifications, please coordinate with your GAD Coordinators or Prof. Tess Tabada at gad.office@vsu.edu.ph.

For prompt compliance.


EDGARDO E. TULIN

President & GFPS Chair

SAMPLE GAD PLAN AND BUDGET

Annex A

ANNUAL GENDER AND DEVELOPMENT (GAD) PLAN AND BUDGET
FY 20__

Agency/Bureau/Office: _____
Total GAA of Agency: _____

Department (Central Office): _____

Gender Issue and/or GAD Mandate (1)	Cause of the Gender Issue (2)	GAD Result Statement/ GAD Objective/ (3)	Relevant Agency MFO/ PAP (4)	GAD Activity (5)	Output Performance Indicators and Target (6)	GAD Budget (7)	Source of Budget (8)	Responsible Unit/Office (9)
Client-focused								
Women workers lack access to social protection services and welfare programs	<ul style="list-style-type: none"> Women workers are not aware of government services on social protection, services and welfare programs 	<ul style="list-style-type: none"> Increased awareness women workers on government services on social protection services and welfare programs Increased access of women workers to social protection services and welfare programs in various sectors. 	Social protection and welfare services	<ul style="list-style-type: none"> Purposive information dissemination on government services on social protection services and welfare programs 	<ul style="list-style-type: none"> 5 information dissemination campaigns on government services on social protection services and welfare programs within 1 year At least 10 groups of women workers informed on how to access social protection services and welfare programs provided by the government and employers 	xx	GAA	Service delivery group
	<ul style="list-style-type: none"> Numerous costly requirements before women workers can access social protection services and welfare programs 	<ul style="list-style-type: none"> Affordable and fewer number of requirements before women workers can access social protection services and welfare programs 		<ul style="list-style-type: none"> Revisit and or enhance policy requirements to make it affordable and easier for women workers to 	<ul style="list-style-type: none"> Enhanced and gender-sensitive policy guidelines on the requirements for women to access the social protection 	xx		

		<ul style="list-style-type: none"> Intensified inspection of the delivery of social protection services and welfare programs for women workers 		<ul style="list-style-type: none"> Develop and enforce labor standards that provide minimum protection to women workers, especially the new entrants and the low-skilled 	<ul style="list-style-type: none"> Proportion of women workers benefited by the enforcement of the labor standards policy 10 labor inspections on the compliance of employers on the provision of social protection services and welfare within 1 year 	xx			
Sec.26 C of IRR of MCW: DTI, DOST, TRC, and BSOs shall provide trainings (to women) focused on packaging, marketing, product development, etc.	(In this case, the agency may outright plan activities to provide training to women, bearing in mind, however, that target clients are properly identified and consulted first before any assistance is given)	Increased access of same group of women to technical assistance for their enterprises	MFO: Development and Promotion Services for MSMEs PAP: Facilitation in the conduct of product research and development and design services	<ul style="list-style-type: none"> Consultation with women entrepreneurs to identify their needs for technical assistance Planning and implementation of customized assistance to identified women entrepreneurs 	<ul style="list-style-type: none"> Number of women's groups to be consulted 15 groups of women's groups to be consulted by the 3rd quarter of the year 150 women entrepreneurs trained/assisted at the end of the year Number of women entrepreneurs to be assisted; 	xx	GAA		Service delivery group
Organization-focused									
Very low (20%) representation of women in third	Lack of training opportunities for women employees	<ul style="list-style-type: none"> Availability of equal training opportunities for 	<ul style="list-style-type: none"> HRD Services 	<ul style="list-style-type: none"> Inclusion of women employees in trainings 	<ul style="list-style-type: none"> At least 2-3 leadership skills and management 	xx	GAA		HRD

(3 rd) level posts.	to qualify for 3 rd level posts	women and men employees	<ul style="list-style-type: none"> Increased representation of women in 3rd level posts to 40% in 5 years 	<ul style="list-style-type: none"> Appointment and other Personnel Action Services 	<ul style="list-style-type: none"> especially on management and leadership skills training among others Profiling of qualified women candidates for 3rd level posts for review and consideration of appointing authority Submission of qualified female nominees to 3rd level posts 	<ul style="list-style-type: none"> trainings for women employees vying for 3rd level posts Perceived change or openness of the agency to women's appointment to 3rd level posts 100% of qualified women included in the profile by the 1st quarter of the year 5 women nominees for each vacancy submitted 				
TOTAL										XXXX
Prepared by:		Approved by:				Date				
Chairperson, GAD Focal Point System		Head of Agency				Day/Mon/Year				

Expanded Box 7. Combined generic checklists for project identification and design

Element and item/question (col.1)	Done? (col. 2)			Score for an item/ element* (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0 Involvement of women and men (max score: 2; for each item, 1)					
1.1 Participation of women and men in beneficiary groups in identification of the problem (possible scores: 0, 0.5, 1.0)					
1.2 Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)					
2.0 Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0)					
3.0 Conduct of gender analysis and identification of gender issues (max score: 2; for each item, 1)					
3.1 Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)					
3.2 Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0)					
4.0 Gender equality goals, outcomes, and outputs (possible scores: 0, 1.0, 2.0) Does the project have clearly-stated gender equality goals, objectives, outcomes or outputs?					

	Done? (col. 2)				
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues and gender equality goals identified?					
6.0 Gender analysis of likely impacts of the project (max score: 2; for each item, 0.67)					
6.1 Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)					
6.2 Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)					
6.3 Has the project included strategies for avoiding or minimizing negative impacts on women's status and welfare? (possible scores: 0, 0.33, 0.67)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes?					
8.0 Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0) Does the project M&E system require the collection of sex-disaggregated data?					

	Done? (col. 2)				
9.0 Resources (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs/partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to promote gender equality and women's empowerment? OR, is the project committing itself to invest project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					
10 Relationship with the agency's GAD efforts (max score: 2; for each question or item, 0.67)					
10.1 Will the project build on or strengthen the agency/NCRFW/government's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAS NO GAD PLAN: Will the project help towards the formulation of the implementing agency's GAD plan?					
10.2 Will it build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
10.3 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE FOR PROJECT DEVELOPMENT STAGE					

Box 10. GAD checklist for designing and evaluating Infrastructure Projects

Project Title: _____

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification					
1.0 Participation of women and men in project identification (max score: 2; for each item or question, 0.67)					
1.1 Has the project consulted women on the problem or issue that the intervention must solve and on the development of the solution? (possible scores: 0, 0.33, 0.67)					
1.2 Have women's inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)					
1.3 Are both women and men seen as stakeholders, partners, or agents of change in the project design? (possible scores: 0, 0.33, 0.67)					
2.0 Collection of sex-disaggregated data and genderrelated information prior to project design (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex-disaggregated and gender information in the analysis of the development issue or problem?					

<p>3.0 Conduct of gender analysis and identification of gender issues (possible scores: 0, 1.0, 2.0)</p> <p>Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?</p>					
<p>Project design</p>					
<p>4.0 Gender equality goals, outcomes, and outputs (max score: 2; for each item, 1)</p>					
<p>4.1 Do project objectives explicitly refer to women and men? Do they target women's and men's need for infrastructure? (possible scores: 0, 0.5, 1.0)</p>					
<p>4.2 Does the project have gender equality outputs or outcomes? (see examples in the text) (possible scores: 0, 0.5, 1.0)</p>					
<p>5.0 Matching of strategies with gender issues (max score: 2; for each item, 1)</p>					
<p>5.1 Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities? (possible scores: 0, 0.5, 1.0)</p>					
<p>5.2 Does the project build on women's and men's knowledge and skills? (possible scores: 0, 0.5, 1.0)</p>					
<p>6.0 Gender analysis of the designed project (max score: 2)</p>					
<p>6.1 Gender division of labor (max score: 0.67; for each question, 0.33)</p>					
<p>6.1.1 Has the project considered whether the infrastructure or participation in the project will affect current activities and responsibilities of women and men, girls and boys? (possible scores: 0, 0.17, 0.33)</p>					

6.1.2 Will the needs of women and men, including those affected by involuntary resettlement, be considered in the design of the infrastructure? (possible scores: 0, 0.17, 0.33)					
6.2 Access to and control of resources (max score: 0.67; for each question, 0.33)					
6.2.1 Will women and men have equal access to the infrastructure and other resources (including employment) distributed by the project? (possible scores: 0, 0.17, 0.33)					
6.2.2 Will women be involved in the decision making over rules for the use and operation and maintenance of the infrastructure or transport related resources? (possible scores: 0, 0.17, 0.33)					
6.3 Constraints (max score: 0.67; for each item, 0.33)					
6.3.1 Is the proposed infrastructure socially or culturally acceptable and accessible to women? Or, can they use it? (possible scores: 0, 0.17, 0.33)					
6.3.2 Has the project designed measures to address constraints to equal participation and benefits of women and men? (possible scores: 0, 0.17, 0.33)					
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? For instance, will the following gender differences be monitored:					
- Utilization rate of the infrastructure or facility - Membership and leadership in users' organizations - Participation in training and similar project activities, by type of training or activity - Employment generated by the project Loss of livelihood as a result of the project					

8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?					
9.0 Resources (max score: 2; for each question, 1)					
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)					
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, will the project invest in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)					
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)					
10.1 Will the project build on or strengthen agency/ NCRFW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)					
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in thickly bordered cells.)					Rating:

Interpretation of Scores:

HGDG Score	Description
Below 4.0	GAD is invisible
4.0-7.9	Promising GAD prospects (conditional pass)
8.0-14.9	Gender sensitive
15.0-19.9	Gender-responsive
20.0	Fully gender-responsive