



OFFICE OF GENDER AND DEVELOPMENT MANUAL



TOWARDS A HUMANE AND
GENDER-RESPONSIVE UNIVERSITY
AND COMMUNITY



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Section 1. General Provisions

1.1. 2030 Agenda for Sustainable Development

This Agenda contains Seventeen (17) Sustainable Development Goals (SDGs) that seek to build on the MDGs and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social, and environmental. GAD shall continue to specifically uphold Goal #5 – “Achieve Gender Equality and Empower All Women and Girls.”

1.2. International Bill of Rights of Women

The International Bill of Rights of Women ratified in 1981 recognizes the UN Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and sets up an agenda for national action to end such discrimination.

**1.3. 1987 Philippine Constitution, Article II,
Section 14**

The 1987 Philippine Constitution stipulates that “The State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions.”

1.4. Republic Act No. 9710

Republic Act No. 9710 known as the “Magna Carta of Women (MCW)” enacted in 2009 identifies the Commission on Higher Education as the agency mandated to ensure that educational institutions implement a capacity building program on gender, peace, and human rights education for their officials, faculty

and non-teaching staff and personnel; and promote partnerships between and among players of the education sector.

1.5. Joint Memorandum Circular No. 2016-01

The Joint Memorandum Circular No. 2016-01 is the amendment to PCW-DILG-DBM-NEDA JMC NO. 2013-01: Guidelines on the Localization of the Magna Carta of Women. The JMC No. 2013-01 was issued to prescribe policies and procedures in mainstreaming gender perspective in local planning, programming, and budgeting; local legislation; project development, implementation, monitoring and evaluation pursuant to the Magna Carta of Women.

1.6. CHED Memorandum No. 01, Series of 2015

The TSU Gender and Development (**GAD**) framework abides by the established policies and guidelines on Gender and Development as stipulated by the CHED Memorandum No. 01 Series of 2015 facilitated the establishing of the policies and guidelines on gender and development in the Commission on Higher Education and Higher Education and Institutions (HEIs). These guidelines seek to introduce and institutionalize gender equality, and gender responsiveness and sensitivity in the various aspects of the Philippine higher education. The guidelines include enabling mechanisms that CHED and HEIs shall establish, such as the GFPS and the integration of principles of gender equality in the trilogical functions of higher education: curriculum development, gender-responsive research programs, and gender-responsive extension program.

1.7. Office of the Provincial Governor of Tarlac, Executive Order No. 9, Series of 2014

This Executive Order mandates the GAD Focal Point System (GFPS) in the Provincial Government of Tarlac, citing Tarlac State University as Member of the GFPS Executive Committee, whose function, among others, is to “build and strengthen the partnership of the LGU with GAD experts and advocates in pursuit of gender mainstreaming.”

Section 02. Vision-Mission-Goals-Objectives (VMGO)

2.1. TSU Vision

A globally competitive university recognized for excellence in sciences and emerging technologies.

2.2. TSU Mission

TSU shall develop highly competitive and empowered human resources fostering responsive global education, future-proof research culture, inclusive and relevant extension programs, and sustainable production projects.

Core Values

T-ruth in words, action and character

S-ervice with excellence and compassion

U-nity in diversity and individuals.

2.3. TSU-GAD VISION

TSU-Gender and Development (GAD) is envisioned as the leading office of Gender Awareness and Responsiveness to the University's institutional plans in consonance with the Philippine Plan for Gender Responsive Development (PPGRD) 1995-2025.

2.4. TSU-GAD GOALS

TSU-GAD aims to promote gender-consciousness-raising, advocacy and affirmative action that would include training/educational programs, information dissemination, research, extension and documentation.

2.5. TSU-GAD OBJECTIVES

1. To conduct trainings and seminars on gender sensitivity in order to elevate awareness on gender concerns/issues in the TSU community.
2. To encourage and strengthen instruction, research, extension, and advocacy programs on gender equality.
3. To institutionalize the integration of gender concepts in academic curricula.
4. To serve as an avenue in resolving gender-related concerns.

Section 3. TSU-GAD Framework

TSU-GAD Advocacy

Gender and Development is a development perspective that seeks to achieve the equality of all genders and their right to enjoy equal conditions realizing their full human potential as active agents of societal progress. This perspective also focuses

on the ability to analyze the socio economic, political, cultural and, psychological implications of an issue to understand how the difference between genders affect and is affected by policies, programs, and projects.

The Gender and Development assesses how these factors relate to discrimination based on sex and how they impose obstacles to a person's opportunities and self-development. It is through these standpoint that this office confirms its advocacy to this support Gender-Mainstreaming on Gender-Responsive Curricular Program (**GRCP**), Gender-Responsive Research Program (**GRRP**), Gender-Responsive Extension Program (**GREP**), and other GAD-related programs, activities and projects in the University.

Section 4. Functions of the Gender and Development Office

4.1. General Function

The general function of the TSU-GAD is to lead the University in the fulfillment of Gender Awareness and Responsiveness directive of the PPGRD 1995-2025 – by promoting gender consciousness-raising, advocacy and affirmative action that would include training/educational programs, information dissemination, research, extension and documentation in fulfillment of the Institutional Plans of the University.

4.2. Specific Functions

The Office of Gender and Development has the following specific functions:

- Initiate development programs towards the promotion of gender responsiveness to institutional plans in accordance with the Philippine Plan for Gender Responsive Development (**GDRP**).
- Spearhead GAD planning and budgeting pursuant to existing laws and regulations.
- Capacitate GAD Focal Point System on gender and development in accordance with R.A. 9710 and PCW 2013-01.
- Encourage and strengthen Instruction, Research and Extension and advocacy programs on gender equality and women empowerment.
- Monitor and evaluate the implementation of GAD programs, activities, and projects within the university.
- Establish functional linkages with public and private agencies on matters concerning gender.
- Serve as adviser and mediator on gender inequality issues.

4.3. Creation of the TSU GAD Focal Point System

The TSU-GAD Focal Point System is hereby created in compliance with Section 37-C of the IRR of R.A. 9710 (Magna Carta of Women) which requires all government agencies and instrumentalities to establish or strengthen their GAD Focal Point System as a mechanism to catalyze and accelerate gender mainstreaming within the agency.

To this effect, the Philippine Commission on Women also issued Memorandum Circular 2013-01 which provides for the guidelines of the creation, strengthening and institutionalization of the GAD Focal Point System.

The GFPS Executive Committee shall consist of the University President as Chairperson and the Vice-Presidents and GAD-Director as members. The GAD Director shall accordingly head the GFPS Technical Working Group which shall include respective representatives from both the teaching and non-teaching units.

4.4. Functions of the GFPS

- Leads the GAD mainstreaming in all the PAPs of the university;
- Formulates GAD policies and if necessary with accompanying systems and procedures;
- Set-up appropriate mechanism for the implementation of GAD program;
- Coordinates GAD efforts of the different colleges and units of the university;
- Capacitates all personnel on GAD;
- Promotes and pursues participation of women in all PAPs;
- Strengthens external link with other agencies on GAD; and
- Leads in monitoring the implementation of GAD Plan and Budget.

4.5. Roles and Responsibilities

GFPS Chairperson:

The Chairperson issues policies and approves and ensures the implementation of the Annual GAD Plan and Budget (GPB) of the university.

GFPS Executive Committee

- Sets directions on GAD matters;
- Approves GPB and accomplishment reports for submission to CHED and PCW;

- Approves GAD PAPs of other agencies and organization;
- Leads in forging partnerships with GAD of other agencies and organization;
- Monitors effective implementation of GAD plan and use of GAD budget; and
- Identifies and approves awards and recognition for good performing GFPS members.

Technical Working Group:

- Formulates GPB and identifies PAPs for the university;
- Assists in the capability development and provide technical assistance with HRDMO;
- Coordinates with all the colleges and units on their meaningful participation in the university GAD efforts;
- Conducts advocacy and develop IEC materials to support the university GAD efforts;
- Monitors implementation of GAD PAPs; and
- Submits reports and recommendations to the President.

Section 5. Composition of the Gender and Development Office

The TSU-OGAD shall be composed of the Director, Unit Heads, Staff, and College Coordinators, with the following programs:

- Database and Monitoring
- Capacity-Building and Extension Services
- Childcare Center Program

5.1. GAD College Coordinators

One GAD Coordinator shall be designated per college by each respective College Dean at the start of the calendar academic year, and is expected to help implement and monitor programs and projects of the TSU-OGAD.

5.2. OGAD as Service Provider

To implement its vital gender-mainstreaming function on the Gender-Responsive Extension Program, TSU-OGAD works for the empowerment of both the University and other functional linkages (public and private agencies). This office provides expertise service on capacity-building through seminars/orientations and workshops on: 1) RA 9710 or the Magna Carta of Women (MCW); 2) Gender Sensitivity; 3) RA 7877 or Anti-Sexual Harassment (ASH); 4) RA 9262 or Violence Against Women and Children (VAWC); 5) RA 8972 or Solo Parent Act 6) GAD Planning and Budgeting (GPB); and other GAD-related concerns. The Service Provider is the GAD-Director, or any members from the pool of speakers created by OGAD or other competent faculty who has the enthusiasm to share her/his expertise with the GAD-related programs and projects of the office.

Section 6. Duties and Responsibilities

6.1. The GAD Director

- Facilitates the implementation of the gender mainstreaming efforts of Tarlac State University through the GAD planning and budgeting process;

- Works with the Human Resource Development (*HRD*) office on the development and implementation of an appropriate capacity development program on gender equality and women's empowerment for its employees, and as requested or deemed necessary, for all units/colleges of Tarlac State University;
- Coordinates with the various units/colleges of Tarlac State University including its regional and attached agencies and ensure their meaningful participation in GAD strategic and annual planning exercises;
- Monitors the implementation of GAD-related programs, activities and projects in their respective offices and suggest corrective measures to improve implementation of GAD Plans and Projects (PAPs) and GAD Focal Point System (*GFPS*) activities;
- Provides regular updates and recommendations to the head of agency or Executive Committee (*ExeCom*) on the activities of the GFPS and the progress of agency GAD mainstreaming activities based on the feedback and reports of the various units of the agency;
- Leads in initiating development programs towards the promotion of gender responsiveness to institutional plans in accordance with the Philippine Plan for GDRP;
- Spearheads GAD planning and budgeting pursuant to existing laws and regulations.
- Capacitates GAD Focal Point System on gender and development in accordance with R.A. 9710 and PCW 2011-01;
- Encourages and strengthens instruction, research and extension and advocacy programs on gender equality and women empowerment;

- Monitors and evaluates the implementation of GAD programs, projects and activities within the university;
- Establishes functional linkages with public and private agencies on matters concerning gender;
- Serves as adviser and mediator on gender inequality issues; and
- Prepares and consolidates agency GAD accomplishment reports;

6.2. The Database and Monitoring Unit Head

- Lead in the use of the GAD tools in designing, monitoring, and evaluating PAPs in the university;
- Monitor and evaluate GAD initiated programs, projects, and policies within the institution necessary in accomplishing the Annual GAD Accomplishment Report complying with the mandated 5% or more budget allocation for GAD PAPs;
- Prepare and submit to the concerned agencies the TSU annual GAD Accomplishment Report;
- Conduct gender analysis on existing projects and activities and establish sex disaggregation data for the university; and
- Perform other functions as maybe required by the director.

6.3. The Capacity-Building and Extension Services Unit Head

- Initiate the conduct of GAD-related seminars and trainings to the GFPS members, students, staff, and the community for continuous growth and expertise in the field;
- Receive and act on requests for partnerships and collaboration on GAD-related trainings and seminars from different offices and student organizations.

- Act and coordinate with OUES endorsed requests for speakerships and other extension activities from the different government agencies and academic institutions; and
- Lead in the production and reproduction of advocacy/campaign materials to promote gender equality in the University;
- Perform tasks as maybe assigned by the Director.

6.4. The Childcare Center Unit Head

- Facilitates the enrollment of Childcare Center every start of the school year;
- Facilitates the assessment of the prospected Childcare Center students;
- Provide childcaring services to the children of TSU employees;
- Organizes and facilitates significant occasions for the Childcare Center; and
- Perform tasks as maybe assigned by the Director.

6.5. The GAD Attached Staff

- Assists the GAD-Director in addressing gender-related issues and concerns of the Faculty, Non-Teaching Workforce and students;
- Coordinates and facilitates the implementation of GAD-related projects of the different colleges and other units;
- Monitors and evaluates GAD-related projects of the different colleges and other units;
- Formulates communication letters and other correspondence for seminars, orientations, and extension programs;
- Helps facilitate GAD seminars and trainings;
- Helps conduct GAD Extension Programs;
- Prepares Accomplishment-Reports and news articles for Uni-

6.6. The GAD College Coordinators.

- Assist in the implementation and evaluation of TSU-GAD programs, projects and activities;
- Act on documentary requests in line with GAD functions;
- Coordinate GAD-related activities of their respective college with TSU-OGAD;
- Initiate GAD related activities; and
- Perform other functions required by the director.

6.7. The GAD Clerk

- Receives and sorts incoming letter and request;
- Prepares and routes communication letter for meetings, seminars, orientations etc. to be conducted by the office;
- Keeps track of the plans and accomplishments of the office;
- Facilitates GAD seminars and trainings; and
- Perform other functions as my be required by the director.

Section 7. GAD Units and Center

Under the supervision of the University Vice President for Administration, (VP-A), TSU-OGAD implements its programs and projects through database and monitoring, capacity-building and extension services, and childcare programs.

7.1 The Database and Monitoring Unit

The database and monitoring unit aims to monitor and evaluate programs, projects, and policies to maintain and improve the quality of the service of the office. Part of the monitoring process is to gather and secure data from the employees and stakeholders of the institution that will be used solely for their benefit which can be secured by a database. Through the information stored and researched, intervention programs and

enactment of projects that are related to the goals of the Office of Gender and Development.

The Database and Monitoring Unit is expected to perform the following functions:

- To lead in the use of the GAD tools in designing, monitoring, and evaluating PAPs in the university.
- To monitor and evaluate GAD initiated programs, projects, and policies within the institution necessary in accomplishing the Annual GAD Accomplishment Report complying with the mandated 5% or more budget allocation for GAD PAPs.
- To prepare and submit to the concerned agencies the TSU annual GAD Accomplishment Report.
- To conduct gender analysis from the stakeholders' data and recommend intervention programs/activities to address the identified gender issues.
- To produce and reproduce Information, Education, and Communication (IEC) materials related to gender and development..

7.2. The Capacity-Building and Extension Services Unit

The Capacity-Building and Extension Unit aims to initiate and spearhead capacity-building trainings and activities to the student, employees, external linkages to guarantee knowledge on gender sensitivity within the community. The unit also leads gender-responsive short-term extension programs with partners and linkages with different educational institutions and other government agencies.

The Capacity-Building and Extension Unit is expected to perform the following functions:

- To initiate the conduct of GAD-related seminars and trainings to the GFPS members, students, staff, and the community for continuous growth and expertise in the field.
- To receive and act on requests for partnerships and collaboration on GAD-related trainings and seminars from the different offices and student organizations.
- To act and coordinate with OUES endorsed requests for speakerships and other extension activities from the different government agencies, academic institutions, and external linkages.

7.3. The Childcare Center

The Childcare Center aims to cater to the familial needs of TSU employees by offering childcaring services to their children within the vicinity of the institution, thereby allowing its stakeholders to maximize their full potential.

The Childcare Center will be expected to perform the following functions:

- To provide childcaring services to the children of TSU employees.
- To prepare a child-caring environment and facilitate the children's learning through activities and materials that promote holistic development.
- To improve the morale, prevent absenteeism and fast turnover of employees due to childcaring concerns.

7.4. CHILDCARE CENTER POLICIES & PROCEDURES

Registration and Child Enrollment

Policy:

A registration will be conducted to evaluate enrollees of the childcare center. There will be 20 number of children per session in the daycare center.

Requirements:

1. Children's parent is an employee of Tarlac State University (teaching or non-teaching).

Acceptance is on a first come first serve basis.

2. Enrollee must send the following:

Photocopy of the enrollee's birth certificate (Children must be aged 3 to 4 years old but not over 5 years old as per DepEd Memo 47 s., 2008)

Photocopy of up-to-date routine immunizations (CDDC)

Child must have a pediatric Clearance showing any kind of medical history. (e.g., asthma, allergies, etc.)

Procedure:

Classes or Learning encounters will start at exactly 8 o' clock in the morning and will end at exactly 12 o' clock in the afternoon. Parents will be the ones responsible in feeding their children during lunch break. Afternoon class will start at exactly 1:30 in the afternoon and will end at exactly 5:30 pm.

ATTENDANCE

Policy:

Regular attendance in the Daycare Center is extremely important for your child's safety. Physical and mental activities will become part of your child's day. You are welcome to visit your child in the daycare during lunchtime.

Parents will:

- ⌋ Notify the daycare staff by 7:30 am if your child is not coming in.
- ⌋ Parent's/ Guardian must wear their fetcher's pass, when picking up their child.

Arrival

Upon arrival, parents must:

- ⌋ Sign the log-in forms before leaving the Center.
- ⌋ Put all necessary school materials in the bags and extra clothing in the child's cubby bag or tote.
- ⌋ Label soothers and put all bottles or containers.
- ⌋ Take time to settle your child and say goodbye.

Departure

Upon departure, parent/s must:

- ⌋ Sign out their child with time they are leaving.
- ⌋ Inform the childcare worker/staff member before leaving the childcare center.

Daycare staff will:

- └ Only release the child to a parent or guardian who has a fetcher's pass.
- └ Phone parents or guardians when a daycare child has missed three consecutive days of daycare.
- └ Establish with parents or guardians the reason for the absence.

Section 8. Strategies in Program/Project Development**8.1. General Strategies**

To accomplish its gender-mainstreaming policy and the principles of women empowerment, in accordance with the Vision and Mission of the University. TSU-GAD shall employ the following enabling policies and mechanisms:

8.2. Policy Formation

TSU-GAD shall ensure that the University shall: 1) incorporate Gender-Equality perspective into its curriculum development (academic programs and course offerings), research programs and extension function; and 2) convene the appropriate academic, administrative and research units for the formulation of such gender-mainstreaming policy.

8.3. Gender-Responsive Academic Program

TSU-GAD supports gender-responsive curriculum review by mainstreaming gender-sensitive principles into courses, developing inclusive instructional materials, and integrating women's mentoring and counseling services to provide guidance, psychosocial support, and professional development, thereby promoting gender equality and empowerment in academic settings.

8.4. Gender-Responsive Research Program

TSU-GAD ensures that GRRP Ethics Board shall be responsible for: 1) presenting and promoting ethics policies in the areas of GAD, women empowerment, and respect for human rights; and 2) protecting the rights and welfare of research participants (male or female) by reviewing protocols to ensure that the research risks are minimized and acceptable in light of the possible benefits.

8.5. Documentation, Monitoring, and Evaluation

TSU-GAD employs tools and instruments to monitor and evaluate all GAD-related Research projects and Extension activities to ensure the effectiveness of Gender-mainstreaming in said programs, as aforementioned in the Policy Formation approach.

8.6. Budgetary and Planning Requirements

The annual GAD Plan and Budget (GPB) or operational expenses of TSU-GAD shall be sourced from the GAD-Budget of the University, i.e., at least 5% of the approved General Appropriations ACT (GAA) for the Fiscal Year, in accordance with Section 36 of the Magna Carta of Women (MCW) and joint circulars on GAD Planning and Budgeting issued by the Department of Budget and Management (DBM), National Economic Development Authority (NEDA) and Philippine Commission on Women (PCW).

The GPB shall be prepared, completed and submitted using the Gender Mainstreaming Monitoring System (GMMS) of the Philippine Commission on Women (PCW) within the prescribed period.

The GAD-related accomplishments of TSU-GAD may be considered as additional points in considering the Performance-Based Bonus (*PBB*).

Section 9. OGAD Transaction Flow

The systematized and organized transaction flows per unit trans shall be followed accordingly for the ease of business of the office and its stakeholders. The Database and Monitoring Unit, Capacity-Building and Extension Unit, and the Childcare Center have specified transaction flows and observed mandates.

9.1. Database and Monitoring Unit: Gender Disaggregation

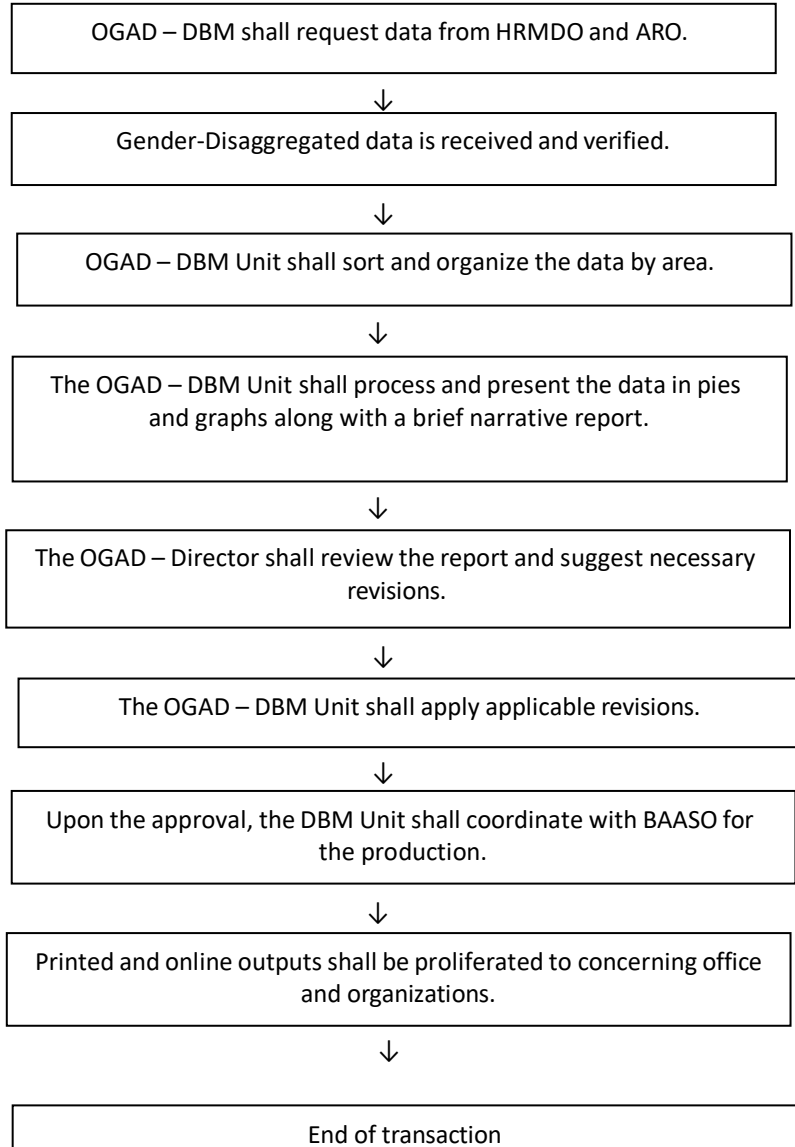
Gender-disaggregated data of faculty, personnel, and students at the university are collected from the Human Resource Management and Development Office and the Office of Admission and Registration. A letter for the request for data to the offices involved shall be sent by the OGAD - Database and Monitoring Unit during the first quarter of the year succeeding the year subject to analysis.

Once the data is provided, presentation and analysis shall be initiated by the OGAD – DM Unit. The gender-disaggregation report is divided into five parts: gender-disaggregated data of TSU employees, gender-disaggregated data on graduation, gender-disaggregated data on enrollment, gender-disaggregated data on TSU athletes, and gender-disaggregated data on scholars. The five parts are divided into different subtopics unique to each area.

The report shall consist of pies and charts to visually illustrate the given quantities. Following the visual presentation of the data is a brief narrative that discusses the difference or similarities of the quantities and frequencies derived from the data. On the last part of the report, there shall be a section of appendices where the table of frequencies are presented.

The initial draft of the gender-disaggregation shall be subjected for review and deliberation of the OGAD Director. Revision and adjustment shall be done if deemed necessary. After required revisions and adjustments are made, the OGAD – DBM shall coordinate with Business Affairs and Auxiliary Services Office for the printing and production of the gender-disaggregation report of the university. Each office in the university shall have a copy of the report and an online version shall be made available through the TSU Website.

Database and Monitoring Unit Transaction Flow Chart



9.2. Capacity-Building and Extension Unit: Partnership Transaction

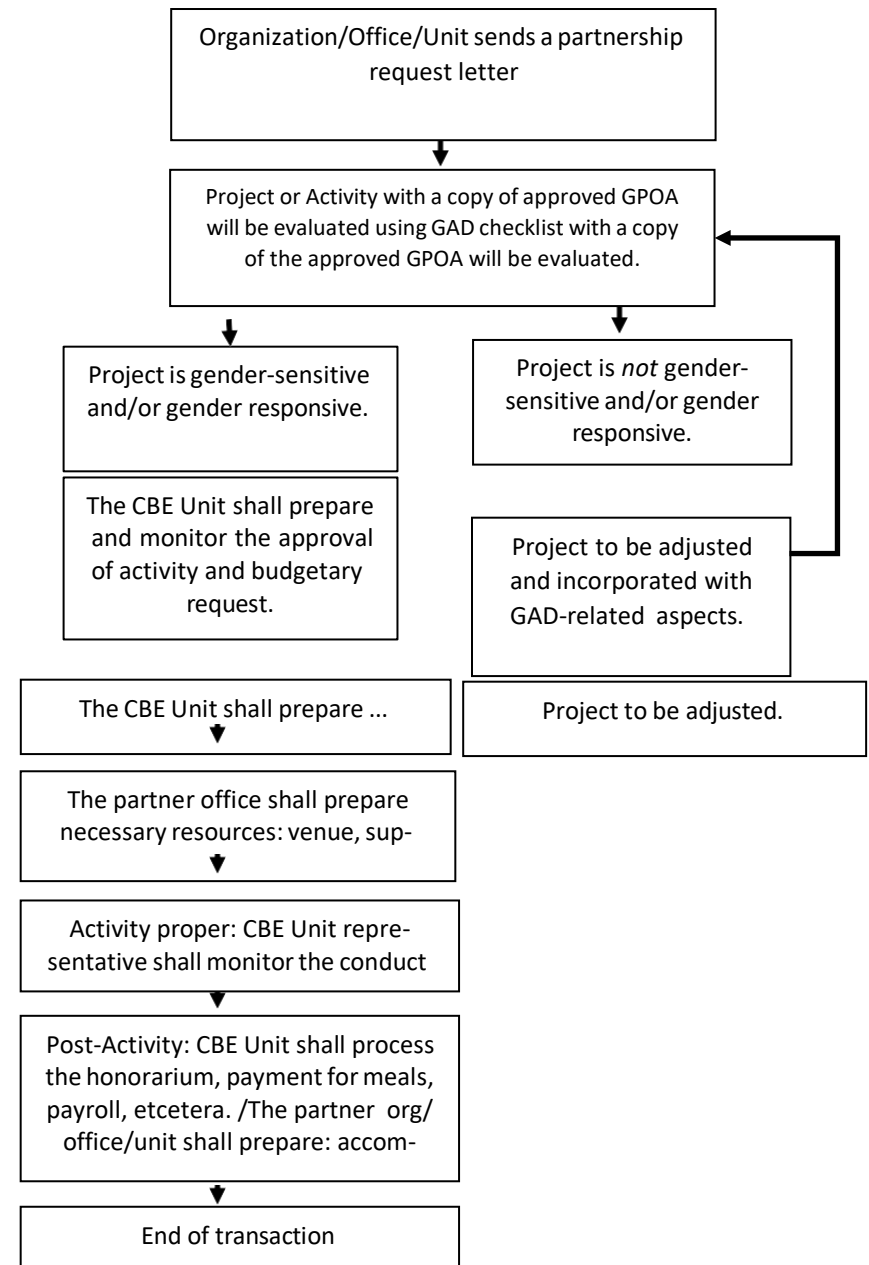
All Student-organizations, offices, and units that seek collaboration with the Office of Gender and Development shall send a request for partnership letter two weeks prior to the event or activity. The partnership letter of the organization/office/unit should include the following information: purpose of the activity, date and venue, specific request (e.g., Speaker, Snacks, Materials, etc.), and the proposed budget. Once received, the request shall be subjected for approval based on the level of gender-responsiveness of the proposed project. If the project is proven gender-sensitive and gender-responsive, the office shall process the request for approval of the activity with the budgetary requirements to the office of the University President.

The CBE Unit shall monitor the progress of the request addressed to the president and act on queries and additional requirements (if there's any). Once approved by the President, applicable actions shall be taken such as the preparation of request to serve meals, invitation letter to speaker, and other necessary undertakings depending on the approved request of the organization/office/unit. The partner organization/office/unit shall provide compulsory documents implored by the OGAD – CBE Unit.

Prior to the activity or project, the partner organization/office/unit shall update the OGAD – CBE Unit regarding the preparations and provide applicable details necessary to monitor the progress of the activity or project such as Meeting link (if online event), program flow, mechanics, and criteria for judging (if competition), and other information required by the OGAD – CBE Unit.

During the conduct of the activity, a representative from the OGAD – CBE Unit shall be present to monitor the activity or project. The representative shall stay throughout the event to secure photo documentation and take note of the highlights and concerns transpired during the event necessary for the accomplishment report. After the activity, the OGAD – CBE Unit shall process applicable documents imperative for the requests such as the honorarium of speaker/s, payment for meals served, payroll of winners/facilitators, and other approved request. No succeeding partnership proposals shall approved be The partnership ends when all of the requests are processed and provided by both parties.

Partnership Transaction Flow Chart



9.3. Capacity-Building and Extension Services Unit: Extension Service

External offices and organizations that seek collaboration and support from the Office of the Gender and Development shall send a request for a resource speaker letter addressed to the President of the university. Once endorsed by the Office of the University President, the Director of OGAD shall assess the subject matter proposed and designate relevant staff or coordinator that shall take charge of the discussion if there's any.

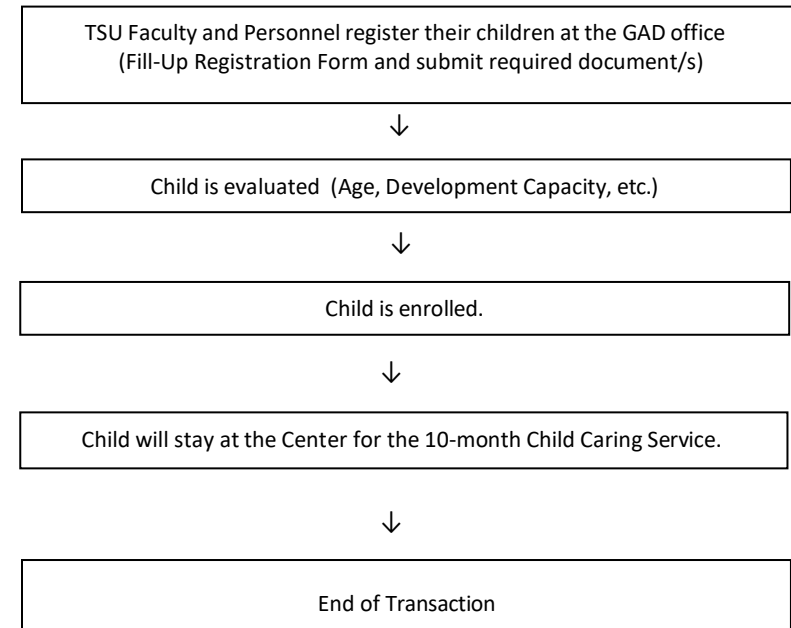
Upon the delegation of tasks, the CBE Unit shall coordinate with the Office of the University Extension Services. Forms and documents required by the OUES shall be filled out by the CBE Unit. The assigned resource speaker shall prepare the materials necessary for the discussion such as: presentation, audio and visual aids, brief activity, and other pertinent tools needed for the talk. The CBE Unit shall prepare the travel order (if applicable) of the speaker/s and OESM representative who will monitor the extension service.

During the discussion, the speaker shall ensure that the subject matter is addressed in detail but in portions and manner that the audience comprehend. Each talk shall be tailored specifically to the audience of the extension service. After the extension service, the CBE Unit shall secure a copy of the attendance and photo documentation from the representative of the OUES. These documents shall be filed and recorded to be utilized during the preparation of GAD Accomplishment Report. The extension service transaction ends after the evaluation of the service provided to the requesting office.

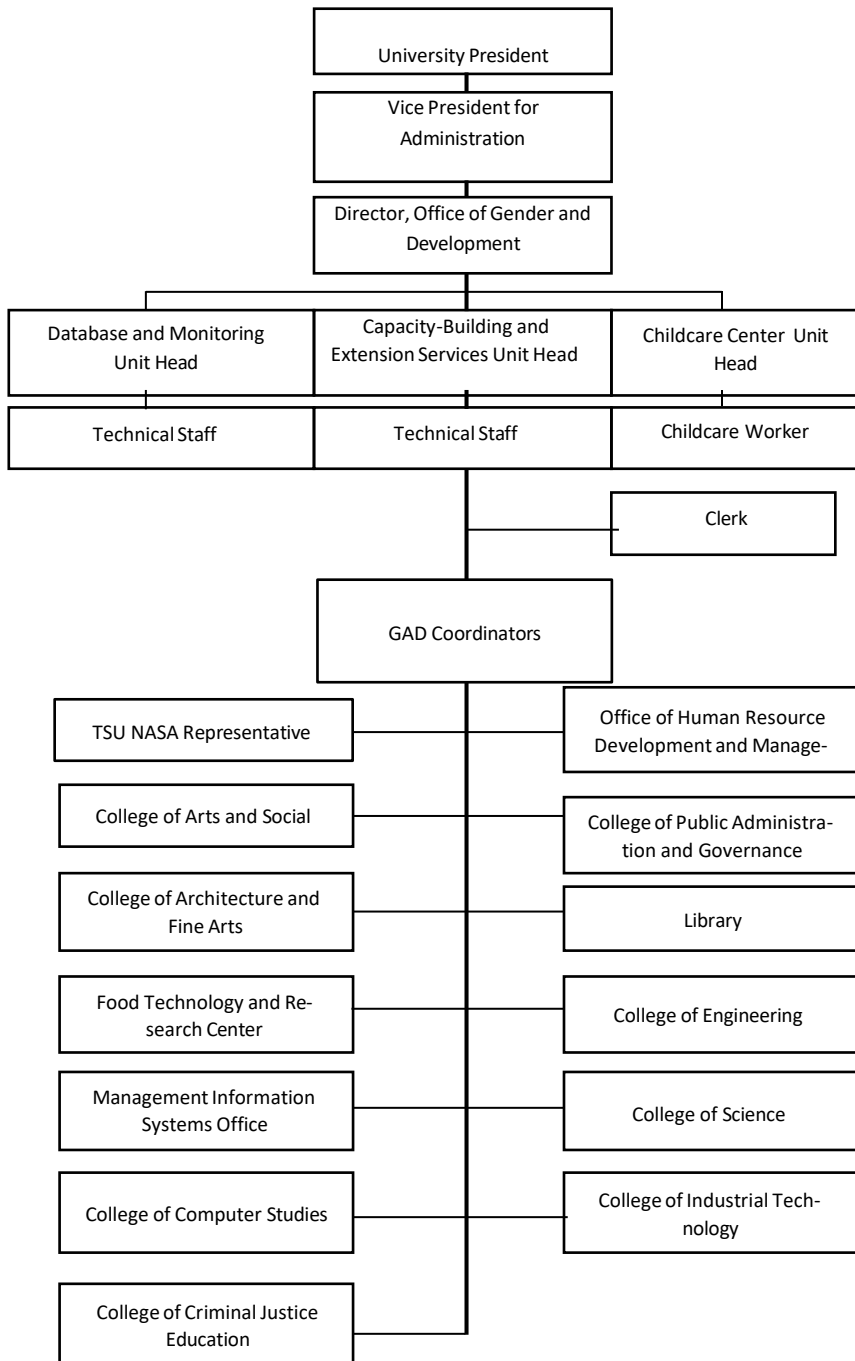
9.4. Childcare Center Transaction

TSU Faculty and Personnel shall register their children at the Office of GAD to fill out the Registration Form and shall submit required documents. The child shall be evaluated according to his/her age, development capacity, etc. If the child gets qualified, he/she gets qualified for enrollment and will be required to stay at the center for the 10-month child caring service. If the child does not qualify, parents or guardians shall be advised.

Childcare Center Transaction Flow



TSU - Office of Gender and Development Organizational Chart



Projects, Activities, and Programs Offered

1. Capacity Building Seminars, Trainings, and Workshops

- Gender Sensitivity Orientation
- Seminars on Gender and Sexuality/Gender Awareness
- GAD Concepts Seminar
- Gender-Fair Education Seminar
- Seminars on Teenage Pregnancy and Reproductive Health
- HIV, Tuberculosis, and Hepatitis Awareness and Prevention Seminars
- Young Adolescence Fertility and Sexuality Seminar
- Breast Cancer Awareness Seminar
- Human Rights Seminar
- Pressure and Stress Management Seminar
- Mental Health Awareness Seminar
- Child Sexual Abuse Prevention Seminar
- Work Ethics and Anti-Sexual Harassment Seminar for Student Interns/On- the-Job Trainees
- Values Enrichment Program for Scholars

Seminars on GAD Laws and Mandates, including:

- R.A. 9710 - Magna Carta of Women
- R.A. 7877 - Anti-Sexual Harassment Act of 1995
- R.A. 9262 - Anti-Violence Against Women and their Children Act of 2004
- R.A. 9208 - Anti-Trafficking in Persons Act
- R.A. 11313 - Safe Spaces Act (Bawal Bastos Law)

Projects, Activities, and Programs Offered

- Gender-Responsive Extension and Research Seminar
- Gender-Responsive Planning and Budgeting
- Training on Gender Concepts and Gender Analysis (GA) Tools
- Use of GAD Tools (e.g., HGDG) for Gender Analysis

2. Extension Programs

TSU-GAD engages in gender-responsive extension programs through:

- **Technical Assistance:** Providing professional expertise such as consultancy services, mentoring, counseling, and advisorship by trainers and GAD experts.
- **Linkages:** Establishing partnerships or networks with government agencies, non-government organizations (NGOs), and civil society organizations at local and international levels for GAD-related projects.

Notable partners and linkages include:

- Tarlac Provincial Capitol
- Philippine Information Agency Tarlac
- Tarlac Provincial Jail
- Municipalities of Gerona, Camiling, San Clemente, Moncada, and Pura in Tarlac
- National Food Authority Tarlac
- Doctrine and Capability Integration Center, Training and Doctrine Command, Philippine Army
- Regional Gender and Development Committee (RGADC) III
- Commission on Higher Education Regional Office III (CHEDRO III)
- Tarlac Provincial Police Office
- Central Azucarera de Tarlac High School

Projects, Activities, and Programs Offered

3. Child Care Program
4. MOVE KATROPA Initiative
5. National Women's Month Celebration
6. 18-Day Campaign to End Violence Against Women (VAW)
7. Project PADS (Providing Access to Dignity and Sanitation)
8. Gender Sensitivity Orientation for Newly Hired Employees
9. Financial Literacy Collaboration

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