

PROJECT /ACTIVITY: PUBLIC COMFORT ROOM PROGRAM

Element and item/question (col. 1)	Done			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 problem identification (possible score: 0, 0.5, 1.0) >			1		
1.2. Participation of women and men in beneficiary groups in project design(possible scores: 0, 0.5, 1.0) >	0				
2.0. Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0) >	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) >			1		
3.2. Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0) >	0				
TOTAL GAD SCORE – PROJECT IDENTIFICATION STAGE	2				
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? >			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 quality goals identified? >			2		
6.0. Gender analysis of likely impact of the project (max score: 2; for each item or question, 0.67)					
6.1. Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67) >		.33			
6.2. Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67) >			.67		
6.3. Has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.33, 0.67) >			.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? >			2		
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? >			2		
9.0. Resources (max score: 2; for each question, 1.0)					
9.1. Is the project's budget allotment 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) >			1		
9.2. Does the project have the expertise in promoting gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0) >			1		
10.0 Relationship with the agency's GAD efforts (maximum score: 2; for each question or item, 0.67)					
10.1 Will the project build on or strengthen the LGU's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAD NO GAD PLAN: Will the project help in the formulation of the implementing agency's GAD plan? >		0			
10.2. Will the project build on the initiatives of actions of other organizations in the area? (possible scores: 0, 0.33, 0.67) >	0				
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) >		.33			
TOTAL GAD SCORE - PROJECT DESIGN STAGE		12			

Interpretation of GAD Scores

Maximum score: 20 points

TOTAL: 14

- ∅ **0-3.9** : GAD is invisible (Proposal to be returned)
- ∅ **4.0-7.9** : Has promising GAD prospects ("conditional pass")
- ∅ **8.0-14.9** : Gender sensitive
- ∅ **15.0-19.9** : Gender responsive
- ★ **20.0** : Fully Gender responsive

ATTRIBUTION OF PROGRAMS OR PROJECTS TO GAD FUND

HGDG Score	Description	Corresponding Budget for the Year of the Program that may be Attributed to the LGU GAD Budget
Below 4.0	GAD is invisible	0% or no amount of the program/project budget for the year may be attributed to the GAD budget
4.0 – 7.9	Promising GAD prospects (conditional pass)	25% of the budget for the year of the program/project may be attributed to the GAD budget
8.0 – 14.9	Gender sensitive	50% of the budget for the year of the program/project, may be attributed to the GAD budget
15.0 – 19.9	Gender-responsive	75% of the budget for the year of the program/project may be attributed to the GAD budget
20.0	Fully gender- responsive	100% of the budget for the year of the program may be attributed to the GAD budget

Element and item/question (col. 1)	Done			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 problem identification (possible score: 0, 0.5, 1.0) > <i>Training Needs Assmt.</i> ✓			✓ 1		
1.2. Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0) > <i>Staff Dev. Training</i>			✓ 1		
2.0. Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0) >				2 ✓	
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) >		0.5			
3.2. Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0) >		0.5			
TOTAL GAD SCORE – PROJECT IDENTIFICATION STAGE	5.00				
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? >			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 quality goals identified? >			2		
6.0. Gender analysis of likely impact of the project (max score: 2; for each item or question, 0.67)					
6.1. Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67) >		0.33			
6.2. Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67) >		0.33			
6.3. Has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.33, 0.67) >		0.33			
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? >		1.0			
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? >	X	1.0			
9.0. Resources (max score: 2; for each question, 1.0)			(2)		
9.1. Is the project's budget allotment sufficient for gender equality promotion or integration? OR, will the			1.0		

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 in promoting gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0) >			1.0	
10.0 Relationship with the agency's GAD efforts (maximum score: 2; for each question or item, 0.67)				
10.1 Will the project build on or strengthen the LGU's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAD NO GAD PLAN: Will the project help in the formulation of the implementing agency's GAD plan? >			0.67	
10.2. Will the project build on the initiatives of actions of other organizations in the area? (possible scores: 0, 0.33, 0.67) >			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) >			0.67	
TOTAL GAD SCORE - PROJECT DESIGN STAGE			17.00	

Interpretation of GAD Scores

Maximum score: 20 points

- ⌚ 0-3.9 : GAD is invisible (Proposal to be returned)
- ⌚ 4.0-7.9 : Has promising GAD prospects ("conditional pass")
- ⌚ 8.0-14.9 : Gender sensitive
- ⌚ 15.0-19.9 : Gender responsive
- ★ 20.0 : Fully Gender responsive

ATTRIBUTION OF PROGRAMS OR PROJECTS TO GAD FUND

HGDG Score	Description	Corresponding Budget for the Year of the Program that may be Attributed to the LGU GAD Budget
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PROGRAM PROFILE

**OFFICE: PROVINCIAL HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT OFFICE
(PHRMDO)**

Title: CAPABILITY BUILDING/LEARNING AND DEVELOPMENT PROGRAM

Location: Provincial Government of Benguet, Poblacion, La Trinidad, Benguet

OBJECTIVES:

- 1) Encourage all employees of the agency regardless of sex, age, gender, position, status, sexual orientation, religious/ political affiliation and personal circumstances to be lifelong learners by participating/attending capability building programs of the Provincial Government
- 2) Enhance the knowledge, skills and attitude of all female and male workers and help them acquire/develop the latest competencies needed in a fast changing world
- 3) Empower, motivate and inspire female and male employees to be future leaders as they continue to be competent in their careers and to be at par with the competencies of recognized agencies and institutions through conduct of in-service trainings that are customized based on individual and organizational needs
- 4) Craft policies and prepare training designs/plan activities on learning and development that are gender responsive, adhere to equal opportunity principle and are effective in addressing common competency gaps of all female and male employees.

RATIONALE/JUSTIFICATION:

The most important asset in an organization is the human resources. Human resources pertain to the workforce composing of diverse personalities, abilities, competence and potential of both female and male employees united to meet the mission-vision and goals of the agency. The Civil Service Commission (CSC) is known to be the central human resource management and development agency in the Philippines. The said agency, being compliant to mandates on Gender and Development (GAD) adheres and advocates it through its Program to Institutionalize Meritocracy and Excellence in the Civil Service (PRIME-HRM). The agency through the said program assesses and awards the maturity levels of all Human Resource Core Areas in all government agencies including the Provincial Government of Benguet namely: 1) Recruitment, Selection and Placement (RSP), 2) Performance Management (PM), 3) Learning and Development (L&D) and 4) Rewards and Recognition (R&R). All of the four (4) HR core areas promote the **equal opportunity principle** in all processes and systems of Human Resources in the government sector. In June 17, 2019, the Provincial Government was recognized/accredited by the Civil Service Commission (CSC) in two HR core areas and fortunately, **Learning and Development** was one of them.

In 2023, the Provincial Government of Benguet has more female than male employees based on records. Not only are men found to be competent but the data shows that women are also capable and competent to join the civil service because of merit and fitness. Most female employees have also pursued higher studies for career advancement just like the males. Hence, the organizational culture of the agency has evolved through the years into a more inclusive and non discriminatory workplace especially for women and those with special circumstances.

Not all employees can be competent and confident in discharging their functions all the time. This is why the agency conducts trainings yearly to improve their work performance and to prepare them for more complex tasks as they go up the career ladder. In the conduct of in-service trainings, competent learning service providers are invited and topics are carefully selected to suit the needs and competency gaps of the target participants. Target participants are identified regardless of their sex, gender, age, sexual orientation, political or religious affiliation, personal circumstances (e.g. pregnant or single/solo parent, person with disability) through a training needs analysis/assessment.

The training needs assessment/analysis is conducted yearly to address competency gaps as reflected in the performance rating of all employees, and to identify target participants in a particular training. This is done through a survey or through the consolidated Strategic Performance Management System (SPMS) forms which every employee fills out every year. These forms help identify the individual weaknesses and strengths of female and male personnel. Also, each of the departments submits a Capacity Development Agenda (CapDev) to be consolidated to identify organizational needs. After identifying competency gaps of employees, amount of funds are proposed and approved and specific training designs are prepared for implementation.

Strict monitoring of attendance in the conduct of training is also done through an attendance sheet where data of females and males are collected for future reference and analysis. Example of trainings conducted yearly by the agency which are gender sensitive/responsive are: Gender Sensitivity Training, Orientation Course for New Employees and Staff Development Training, among others.

Despite capability development/learning and development programs conducted/being offered, not all female and male employees are able to attend at least one training intervention per year. Hence, to resolve the issue based on the cost benefit analysis conducted in 2018, the conduct of in-service trainings was encouraged to augment limited funds approved for out-service trainings or trainings sponsored/organized by other agencies/ learning service providers. In- service/in-house trainings are cheaper and equally effective. These trainings can accommodate more participants to address competency gaps as compared to out-service trainings that can accommodate only few participants due to limited funds.

Trainings conducted in the agency also include topics for personal development. Such topics are not only useful in the workplace but also in every employee's daily activities or living may it be at home, in the community, etc. Thus, the participation of more female workers in capability development/learning and development is empowering especially that society already acknowledges them as co-equals in nation building.

EXPECTED OUTPUTS:

- Competent workforce: Female and male personnel
- Improved productivity and performance of both female and male employees due to additional knowledge, skills and attitude
- More empowered female/women workers, persons with disability (PWD's) members of the LGBTQ+ regardless of age, status and position because of a capacity development program and equal opportunities in learning and development

IMPLEMENTING SCHEDULE: CY: 2025

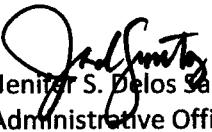
1st-4th Quarter

TOTAL AMOUNT: P 1,800,000.00 (Proposed budget for the program)

IMPLEMENTING OFFICE:

Provincial Human Resource Management and Development Office in coordination with the Human Resource Development Committee (HRDC)

Prepared by:


Jenifer S. Delos Santos
Administrative Officer IV

Submitted by:

BRIAN A. CAMHIT
Provincial Human Resource
Management and Development Officer 

PROGRAM PROFILE

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- 3) Empower, motivate and inspire female and male employees to be future leaders as they continue to be competent in their careers and to be at par with the competencies of recognized agencies and institutions through conduct of in-service trainings that are customized based on individual and organizational needs
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RATIONALE/JUSTIFICATION:

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Not all employees can be competent and confident in discharging their functions all the time. This is why the agency conducts trainings yearly to improve their work performance and to prepare them for more complex tasks as they go up the career ladder. In the conduct of in-service trainings, competent learning service providers are invited and topics are carefully selected to suit the needs and competency gaps of the target participants. Target participants are identified regardless of their sex, gender, age, sexual orientation, political or religious affiliation, personal circumstances (e.g. pregnant or single/solo parent, person with disability) through a training needs analysis/assessment.

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Despite capability development/learning and development programs conducted/being offered, not all female and male employees are able to attend at least one training intervention per year. Hence, to resolve the issue based on the cost benefit analysis conducted in 2018, the conduct of in-service trainings was encouraged to augment limited funds approved for out-service trainings or trainings sponsored/organized by other agencies/ learning service providers. In- service/in-house trainings are cheaper and equally effective. These trainings can accommodate more participants to address competency gaps as compared to out-service trainings that can accommodate only few participants due to limited funds.

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EXPECTED OUTPUTS:

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IMPLEMENTING SCHEDULE: CY: 2025

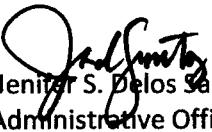
1st-4th Quarter

TOTAL AMOUNT: P 1,800,000.00 (Proposed budget for the program)

IMPLEMENTING OFFICE:

Provincial Human Resource Management and Development Office in coordination with the Human Resource Development Committee (HRDC)

Prepared by:


Jenifer S. Delos Santos
Administrative Officer IV

Submitted by:

BRIAN A. CAMHIT
Provincial Human Resource
Management and Development Officer 

PROJECT /ACTIVITY: *Rewards & Recognition /PRAISE*

Element and item/question (col. 1)	Done			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 problem identification (possible score: 0, 0.5, 1.0) >				1.0	
1.2. Participation of women and men in beneficiary groups in project design(possible scores: 0, 0.5, 1.0) >				1.0	
2.0. Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0) >			1.0		
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) >				1	
3.2. Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0) >				1	
TOTAL GAD SCORE – PROJECT IDENTIFICATION STAGE					
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? >				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 quality goals identified? >				2	
6.0. Gender analysis of likely impact of the project (max score: 2; for each item or question, 0.67)					
6.1. Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67) >				.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) >				.67	
6.3. Has the project included strategies for avoiding or minimizing negative impact on women's status and welfare? (possible scores: 0, 0.33, 0.67) >				.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? >			1		
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? >			1		
9.0. Resources (max score: 2; for each question, 1.0)					
9.1. Is the project's budget allotment sufficient for gender equality promotion or integration? OR, will the				1.0	

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 in promoting gender equality and women's empowerment? OR, does the project commit itself to investing project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0) >			1.0	
10.0 Relationship with the agency's GAD efforts (maximum score: 2; for each question or item, 0.67)				
10.1 Will the project build on or strengthen the LGU's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAD NO GAD PLAN: Will the project help in the formulation of the implementing agency's GAD plan? >			.67	
10.2. Will the project build on the initiatives of actions of other organizations in the area? (possible scores: 0, 0.33, 0.67) >		.33		
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) >		.33		
TOTAL GAD SCORE - PROJECT DESIGN STAGE				

Interpretation of GAD Scores

16.74

Maximum score: 20 points

- ⌚ 0-3.9 : GAD is invisible (Proposal to be returned)
- ⌚ 4.0-7.9 : Has promising GAD prospects ("conditional pass")
- ⌚ 8.0-14.9 : Gender sensitive
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