

**FY 2020  
ANNUAL GENDER AND DEVELOPMENT (GAD) PLAN AND BUDGET**

**Organization:** Philippine Science High School System - Ilocos Region Campus  
**Organization Hierarchy:** Department of Science and Technology, Philippine Science High School System  
**Total Proposed Budget of Organization:** 278,879,000.00  
**Total GAD Budget:** 14,095,000.00

Gender Issue/GAD Mandate	Cause of Gender Issue	GAD Result Statement/ GAD Objective	Relevant Organization MFO/PAP or PPA	GAD Activity	Performance Indicators / Targets	GAD Budget	Source of Budget	Responsible Unit Office
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>CLIENT-FOCUSED ACTIVITIES</b>						<b>10,380,000.00</b>		
Limited understanding of PSHS IRC scholars on the gender issues affecting the elderlies and persons with disabilities (PWDs), and the indigenous sector	Limited exposure of scholars to gender issues affecting the elderlies persons with disabilities (PWDs), and in the indigenous sector	Increased gender consciousness and awareness of scholars on issues affecting the elderlies persons with disabilities (PWDs), and in the indigenous sector	Curriculum and Instruction Services Program	Conduct a visit/exposure trip to institutions catering to the needs of the Elderlies persons with disabilities (PWDs), and in the indigenous sector	Conduct of at least 1 exposure trip (i.e. Program for the Senior Citizens at Balay Taripato: Understanding the Elderlies, Program for the Tahanang Walang Hagdan: Understanding the PWDs) with at least 85% of PSHS IRC scholars participated, donated and assisted in the Program	100,000.00	GAA	Student Services Division
Limited understanding and appreciation of students on the gender issues (i.e. gender stereotyping, gender insensitive language, unequal access of opportunities to male/female students) affecting them at their age	Lack of information dissemination mechanism or seminar that may inform them of gender issues concerning them	Enhanced knowledge and skills of PSHS Scholars to allow for advocates of gender equality in the field of S&T	Student Support Services	Conduct of Alternative Learning Activities (ALA) Activities focusing on life skills and gender stereotypes	At least 2 activities (i.e. IEC distribution, seminar or advocacy campaign) conducted with at least 90% of the scholars participated	5,000.00	GAA	Curriculum and Instruction Services Division
				Conduct of Homeroom Values Formation Programs and Activities focusing on the concept of power dynamics and encouraging productive relationships with peers/other people)	At least 1 activity conducted during homeroom sessions participated by at least 95% of the total population of scholars	5,000.00	GAA	Student Services Division

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				Conduct an activity (i.e. advocacy campaign) focusing on empowering male and female students on the value of understanding the value of social distance between girls and boys, courtship, love and marriage	At least 1 advocacy campaign per ALA Club prepared by the male and female members of the club	5,000.00	GAA	Curriculum and Instruction Services Division
Less number of female graduates enrolling in Mathematics, Engineering and Computer Science courses	Lack of career guidance on gender role of expectation in relationship to different program offerings in college	-Diminished gender stereotypes and increased female awareness of non-gender stereotypical career paths - Increased number of female graduates enrolling in STEM (i.e. Engineering) courses	Provision of special science secondary education	Conduct of intensive career talks on gender stereo-typical courses with female professionals as resource persons	At least 1 career talk conducted with 90% of the total population of the female students attended in which 20% of female students expressed interest in enrolling in the identified stereotyped courses	100,000.00	GAA	Student Services Division
Not adept at gender-sensitive strategies and methods in teaching and learning Science, Mathematics, and Engineering	Teaching strategies and lesson plans are not gender-sensitive in addressing students issues and concerns in S&T	Developed teaching and learning modules that support mainstreaming of gender perspectives in an academic gender-sensitive academic program	Provision of Special Science Secondary Education	Conduct of gender-sensitive classes to students	At least 50% of the teaching and learning materials are gender sensitive	5,000.00	GAA	Curriculum and Instruction Services Division
Limited access of male and female students coming from various types of communities in Region 1 on quality education in S&T	Inadequate government support reaching the various DepEd (private and public) schools in Region 1 due to proximity	Equal access of male and female students of PSHS IRC on quality education in S&T	Provision of Special Science Secondary Education	Implementation of the Scholarship Program to male and female scholars based on their family's economic status	Provision of equal opportunity and access for male and female scholars in the administration of the scholarship program	5,000,000.00	GAA	Finance and Administrative Division

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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Fewer female students (and employees) are actively involved in physical activities (i.e. sports, local games, exercises) that promote healthy lifestyles	Males are more inclined to physical activities and believed to be stringer than female	Lessen the gap between the participation and active involvement of male and female students in physical activities like sports and local games	Implementation of Co-Curricular and Extra-Curricular Activities	Conduct of a learning session and physical activities/exercises highlighting the value of gender equality between men and women in the society	At least 1 learning session and physical activity (i.e. Fitness Activity/Program, Zumba Session, Yoga, Seminar on healthy Lifestyle, etc) conducted and participated by at least 95% of the total female students (and employees) population	50,000.00	GAA	Curriculum and Instruction Services Division
Lack of opportunities for a better towards a more positive gender dynamics	Minimal activities provided for students that helps them understand the individuality of male and female students	Active participation of male students in pageant activities, junior-senior promenade, and etc.	Implementation of Co-Curricular and Extra-Curricular Activities	Conduct socialization activities (i.e. Junior-Senior Promenade, etc.) that promotes gender responsibility and gender role socialization among students	At least 1 activity conducted equally represented by male and female student-representatives in the competition/activity with theme revolving on gender equality/responsibility or gender role socialization	50,000.00	GAA	Curriculum Instruction Division
Limited knowledge on the school's expectations on male and female NCE qualifiers and their parents across genders	Minimal information provided to qualifiers during the interview and enrolment	Increased awareness and equal access of male and female NCE qualifiers and their parents on the school's expectations across genders	Student Support Services	Conduct an Orientation Program for both male and female Grade 7 students and their parents	1 Orientation program (including a pre-enrolment orientation) conducted to all Grade 7 students and lateral enrollees of SY 2018-2019	60,000.00	GAA	Student Services Division
Lesser involvement of parent-fathers on attending to the scholastic concerns and problems of their child in school	Fathers are preoccupied with their careers (i.e Doctors, Lawyers, Businessmen) while mothers are perceived as more skilled in handling school issues	Increased involvement and participation of parent-fathers in school activities	Student Support Services	Conduct a Parenting Seminar for Grade 7 parents with more emphasis on equal responsibility of mothers and fathers in giving assistance and guidance to their child	1 parenting seminar (i.e. Effective Parenting: Understanding Gender Issues that Affect a Child) conducted to at least 80% of parent-attendees	100,000.00	GAA	Student Services Division

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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Occurrence of reported bullying (including cyber bullying) and child abuse cases in male and female students	Limited awareness of students about the anti-bullying (including cyber bullying) and child protection policies	Increased level of consciousness among male and female students about bullying (including cyber bullying) and child abuse and its negative impacts to the victims	Student Support Services	Conduct an orientation on anti-bullying and anti-child abuse law to all male and female students	At least 2 orientation activities (i.e. Anti-bullying including cyber bullying, Anti-Child Abuse Law, End Violence Against Children, Anti Sexual Harassment Law) and conducted to 520 students (242 male and 278 females)	100,000.00	GAA	Student Services Division
Lesser number of female DepEd pupils applying and passing the National Competitive Examination (NCE)	Female pupils are perceived to have lower performance in Science, Mathematics and Technology subjects	Increase the number of female applicants and passers of the NCE who will ultimately accept the scholarship from PSHS IRC	STEM Promotional Activities	Conduct of a learning enhancement program for the DepED elementary (private and public) pupils integrating a gender sensitive learning materials and activities in Science, Mathematics and English	At least 1 activity conducted (i.e. Eureka Science Camp, Adopt-a-School Program, Tulong Dunong, "Aging Ko" Program, and "Pinnasriban") conducted and participated by at least 200 Grade 4-6 pupils from different DepED Elementary Schools in Ilocos Region	800,000.00	GAA	Curriculum, Instruction Services Division
				Conduct of teacher trainings and seminars for the DepED (private and public) elementary and high school teachers in Science, Mathematics and English integrating a gender sensitive teaching materials	At least 2 activities conducted (i.e. Teacher's Enhancement and Competence Hands-On (TEACH), Using Technology in teaching Mathematics, Differentiated Teaching in Science, Seminar on Website Development Using JOOMLA CMS)	200,000.00	GAA	Curriculum, Instruction Services Division
				Conduct of NCE caravan with career talks integrating GAD principles in discussing stereotypes and myths in relationship between gender roles and S&T	At least 1 NCE Caravan conducted per province in Region 1 attended by male and female DepED pupils	200,000.00	GAA	Student Services Division

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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
				Conduct of campaign cum gift-giving activity to prospect NCE takers and their families in San Ildefonso and Sto. Domingo, Ilocos Sur	1 activity (i.e. Pamaskong Handog ng Pisay to the Barangays) conducted to at least 150 children (and their families) attended the campaign and have received the love gift	100,000.00	GAA	Student Services Division
Increasing number of obese male students based on their Body Mass Index (BMI) values and female dental carries and related dental problems	Limited awareness and understanding of the negative effects of an unhealthy diet and improper dental hygiene	Improved physical and dental health and diminish the prevalence of obesity and dental carries among male and female students	Student Support Services	Conduct of Gender Analysis on the Health and Demographic profiles of all Grade 7 students and a counseling session on a one-on-one basis to discuss personal approaches that the students may adapt for themselves and provision of learning sessions to address these issues	At least 1 set of report on health and demographic profiles submitted and at least 90% of all the identified obese male and female students were given counseling and at least 1 learning session conducted for the year	10,000.00	GAA	Student Services Division
Lesser female participation in responsive disaster preparedness activities	Females are perceived to be weaker in times of disaster	Increased involvement of females in responsive disaster preparedness	Student Support Services	Conduct of Drills on Earthquake, Fire and Other Calamities in PSHS-IRC	At least 1 activity (i.e. Men and Women Responsiveness in Disaster Preparedness) conducted and dominated with female resource persons and facilitators	10,000.00	GAA	Student Services Division
More reported school violation among male students	Limited understanding of proper conduct and behavior as expected from them as scholars	Improved school behavior of male students	Student Support Services	Conduct a seminar on the behavior expected from them and a one-on-one counseling sessions with male students	1 activity (i.e. Reflection and Character Building Seminar) conducted by at least 90% of the male students	300,000.00	GAA	Student Services Division

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Lower number of male students assuming leadership positions and participating on environmental conservation activities like Tree Planting, etc	Females are stereotyped as being more responsible than male students	Improved inclusive participation of male and female students in leadership roles	Student Support Services	Conduct a Leadership training to students ensuring equal representation of both male and female students	1 activity (i.e. Leadership Training) conducted and participated by 90% of all male students signifying intention to run for a position	30,000.00	GAA
Limited understanding of PSHS-IRC scholars on mental health issues concerning them	Incidence of depression among scholars	Increased awareness and understanding of mental health issues concerning scholars	Student Support Services	Conduct series of seminars on stress management and understanding mental health of teenagers	Conduct at least 1 seminar and training on stress management and understanding mental health of teenagers	500,000.00	GAA
Limited participation of male students in talent presentations and other related activities	Females are perceived as more skilled in providing entertainment	Increased number of Grade 7 male students actively involve in talent presentations	Student Support Services	Conduct of a program aimed at showcasing the talents of both male and female Grade 7 students	1 activity (i.e. Initiation Program) conducted with least 80% of Grade 7 male students have showcased their talents - individual or in group	10,000.00	GAA
Lack of NCE qualifiers from San Ildefonso due to low academic performance in school as a result of malnutrition among male and female pupils	No NCE qualifiers due to low academic performance in school as a result of malnutrition among male and female pupils	Heightened anti-malnutrition campaign among male and female pupils in San Ildefonso	STEM promotional activities	Anti-malnutrition program among male and female pupils in San Ildefonso	1 activity (i.e. Feeding Program: A Nutritional Campaign) conducted and attended by at least 50 malnourished children from indigent families of the nearby community	20,000.00	GAA
		Increased exposure of PSHS IRC scholars gender issues affecting the less fortunate members of the society	Curriculum and Instruction Services Program	Conduct of one-on-one dialogue, consultations and assistance to men and women and their children as beneficiaries	1 activity (i.e. Medical Mission: A Health Advocacy Campaign) conducted with at least 85% of PSHS IRC scholars participated and assisted in the health advocacy program	70,000.00	GAA
More female students receive recognition during card-giving days and recognition programs	Less male students are motivated to perform excellently; Males have a perception that females are more intelligent than males	Increased number of male students who will be given recognition during card-giving days and recognition programs	Provision of Special Science Secondary Education	Conduct of recognition activities that promote the well-being and self confidence of male and female students (i.e. Recognition Program)	At least 1 activity (i.e. Recognition Program) conducted whereby 520 students (47% male, 53% female) will benefit from the activity	50,000.00	GAA

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More male students are reported to have more violations for not cleaning and organizing their bedrooms at the dormitory and also their classrooms at the academic buildings	Females are stereotyped to be in-charge of upkeeping and cleaning chores	Increased number of male students will be involved in upkeeping activities at the dormitory and classrooms realizing the benefit of an organized and neat place to stay	Student Support Services	Conduct of an activity (i.e. Dormitory Up-Keeping Program) that promote the importance of a neat and organized bedrooms and classrooms	At least 1 activity (i.e. Monthly Dorm Up-Keeping Program, Campus 5S) conducted whereby 520 students (47% male, 53% female) will benefit from the activity	500,000.00	GAA
Fewer male students are involved on competitions and culminations in the local and international arena.	Males are perceived to be more inclined to sports and related physical activities having less interest on academic performance, scientific endeavors and conduct of research.	Increased number of male students will be involved and show more interest in academic activities, scientific endeavors and conducts research	Curriculum and Instruction Services Program	Conduct of an activity (i.e. National Chemistry Week, STEM Research, etc ) that exposes students to numerous activities that will help them realize their passion for academic excellence.	At least 1 activity (i.e. National Chemistry Week, STEM Research) conducted whereby 520 students (47% male, 53% female) will benefit from the activity	1,000,000.00	GAA
Disparity in exposure to competitions between male and female scholars both locally and internationally	More female scholars who are academically-inclined	Increased number of male participants in local and international competitions	Implementation of Co-Curricular and Extra-Curricular Activities	Conduct of A Talent Development Program (TDP)	At least one TDP conducted with more male attendees	1,000,000.00	GAA
<b>ORGANIZATION-FOCUSED ACTIVITIES</b>						<b>3,715,000.00</b>	
Limited functionality of the Gender and Development (GAD) Focal Point System (GFPS), Secretariat and Technical Working Group (TWG)	Lack of capacity building activities and trainings for GFPS and GAD TWG members	- Improved operationalization and functionality of the GFPS and GAD TWG - Capacitated GFPS and GAD TWG in implementing GAD related program	Human Resource Development	Conduct Gender Analysis (GA) and Gender Mainstreaming (GM) training to GFPS and GAD TWG	95% of the GFPS and GAD TWG members attended the trainings	100,000.00	GAA

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Limited awareness and appreciation of employees on GAD issues	- Lack of ladderized capability building plan for GAD -Lack of capacity building activity for GFPS/Limited functionality of the GFPS	Increased awareness and appreciation of employees on GAD which will enlighten them on issues pertaining to exercise positive gender perspectives across environments (home and workplace)	Human Resource Development	Conduct a series of Gender Sensitivity Trainings (GST), Gender Issues and GAD appreciation activities to employees	95% of personnel have attended the GSTs and at least 1 GAD appreciation activities with 75% of attendees understood and appreciated GAD approaches	300,000.00	GAA
Lack of GAD database and analysis	No identified variables for GAD information, no sex disaggregated data, data are available but not sex disaggregated	-Established and functional GAD database - Data are sex-disaggregated	Excellence in governance through streamlined PAFs administration	Conduct a joint conference with GFPS, GAD TWG, MIS and Research Unit to identify the variables for the creation of GAD database	One functional GAD sex disaggregated database / Enrollment Profile	10,000.00	GAA
Use of gender discriminatory language in the preparation of GAD-related reports, academic plans, and other documents	Lack of meetings and seminar to discuss the requirements and GAD principles to prepare the reports, plans and other documents as required	Created and submitted reports, plans and other documents and submitted these on time to appropriate agency	Excellence in governance through streamlined PAFs administration	Conduct of meetings, or seminar of the GFPS, GAD-TWG, and employees to discuss the requirements in the preparation of these documents	At least 1 meeting or seminar conducted with 80% of all members have attended	5,000.00	GAA
Men and Women in the local community who are service workers of the institution have limited understanding of Gender Issues affecting them	Stereotyping on the role of men and women in the community	Increased awareness of men and women service workers to understand GAD principles within the context of their services.	Human Resource Development	Conduct of GAD-related Activity for men and women service workers of the institution	1 GAD-related Activity conducted to men and women service workers with at least 80% of the service workers shall have participated in the training	10,000.00	GAA
R.A. 6949: Yearly Observance of Women's Month	Lesser exposure of female employees to physically mobile activities (i.e. sports and local games) that promote a healthy lifestyle	Improved inclusive participation of male and female employees in institutionalized physical activities that promote a healthy lifestyle	Human Resource Development	Conduct of seminar-workshop activity (i.e. seminar-workshop, games) on the benefits of being physically active to maintaining a healthy lifestyles to both male and female employees	At least 1 seminar-workshop activity (i.e. Physical Fitness Activity, Pampering Sessions, etc) participated by at least 95% of the total population of employees	130,000.00	GAA

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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	As mandated by Law	More opportunities for men and women employees to understand and appreciate the value of considering gender issues for a more productive work	Human Resource Development	Participation in activities on GAD-related programs and projects sponsored partner agencies - government and private	At least 1 activity i.e. seminar, trainings, fora, symposium) attended by at least 60% of the employees during the Women's Month Celebration	20,000.00	GAA
Limited awareness of the PSHS and local community members of the gender perspectives and gender issues arising from their gender roles	Lack of platforms/approaches in which advocacies in gender perspectives and issues may be disseminated to the PSHS and local community	Increased understanding of the PSHS and local community members of gender perspectives and gender issues arising from their gender roles	Human Resource Development	Formulation of Information, Education and Communication (IEC) materials for the PSHS and local community members	At least 1 IEC material distributed to at least 90% of the PSHS and local community members	5,000.00	GAA
				Improvement of the GAD Corner	At least 1 GAD-related reference materials posted and 1 GAD Corner updated per quarter	5,000.00	GAA
Lack of operational Child-Minding Facility and operational breastfeeding station	Operationalization of the Child-Minding and breastfeeding area is not a priority	Established operational Child-Minding and breastfeeding Area inside the campus with lactation room and diaper changing area	Sustained Development of Competitive Resources	Maintenance and Improvement of the Child-Minding program for Toddler-Children Family Members of Personnel and breastfeeding station in PSHS-IRC	1 Child-Minding Facility and breastfeeding station maintained and improved to cater to at least 80% of the total number of child-beneficiaries of the program	50,000.00	GAA
Inadequate number of gender-responsive toilet for women and men	Increasing number of students and personnel due to the new K-12 curriculum	Provided clean and sanitary toilet for women and men	Sustained Development of Competitive Resources	Construction of additional toilets and improvement of existing ones	Construction of additional toilet for women and men including improvement of existing ones that would cater to the needs of men and women	500,000.00	GAA
Inadequate number of classrooms and offices and other facilities for male and female students and employees	Increasing number of students and personnel for the K-12 curriculum	Provided gender responsive classrooms and offices (buildings) for male and female students and employees	Sustained Development of Competitive Resources	Rehabilitation and improvement of gender sensitive classrooms, offices and other facilities	Rehabilitation and improvement of classrooms and offices, and other facilities (i.e. elevator, oval, restrooms) for male and female students and employees	1,000,000.00	GAA

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Insufficient number of gender sensitive and gender responsive equipment (i.e. office equipment, laboratory equipment, etc) that cater to the needs of the students undertaking research and employees	Increasing number of students and personnel due to the new K-12 curriculum	Provided gender responsive and gender sensitive equipment for male and female students and employees	Sustained Development of Competitive Resources	Provision of additional equipment (i.e. office equipment, laboratory equipment, etc) for students' and employees' maximum functionality	additional equipment for the different offices, classrooms and laboratories	1,000,000.00	GAA
Married female employees often incur more absences than male employees due to child rearing concerns	Women have multiple roles in the community - productive and reproductive roles.	Disseminated information to the family members of female employees on the gender issues that affects the working mothers	Human Resource Development	Conduct an information dissemination activity (i.e. seminar, workshop) where the family members of the male and female employees will understand the gender issues that concerns working mothers and appreciate their value in the home	1 activity (i.e. Family Day) conducted with at least 95% of all employees (regular and contractual) and their families have attended	250,000.00	GAA
Lack of deeper appreciation of male and female teachers of gender perspectives in their academic plans	Limited information on gender perspectives as observed in the teaching materials of male and female teachers	Increased information and appreciation of male and female teachers of gender perspectives as presented in their teaching materials	Curriculum and Instruction Services Program	Conduct of Fora for School Improvement (FSI) / Focus Group Discussion on Specific Gender Issue or Gender-bias Intervention Efforts of Each Division/ Department and Preparation of Gender Sensitive Instruction Materials for Students	At least 2 divisions/ departments conduct activity participated in by at least 75% of all male and female teachers	30,000.00	GAA
R.A. 9710, Section 14 (Magna Carta of Women - Women's Right to Health)	Exposure to health risks in the performance of official task which is specially higher for aging male and female employees	Continuous provision of assistance in monitoring employees health especially for the aging male and female employees	Human Resource Development	Annual Physical and Medical Examination (inclusive of reproductive health tests) for employees	- 90% male and female employee availment  - 10% improvement in general health conditions of male and female employees compared with last year	30,000.00	GAA

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Need to involve men in initiating programs and activities promoting the end of violence against women	Lack of involvement or initiatives (i.e., programs, activities, etc.) of men to be at the forefront of ending violence against women	To increase participation of men as major partners in ending violence against women	CID, Student Support Services	Conduct GST for male employees with emphasis on how they can initiate activities/programs	Establishment of a PSHS-IRC Men Opposed to Violence Movement (MOVE) Chapter	30,300.00	GAA
				Conduct a benchmarking activity in PSHS Campus with a MOVE chapter or organization	100% of male employees involved in the benchmarking activities	30,300.00	GAA
Limited understanding of PSHS-IRC faculty and staff on the mental health issues of scholars across genders	Incidence of depression among scholars	Increased awareness and understanding thus better handling and addressing of mental health issues concerning scholars	Student Support Services	Conduct series of seminars and trainings on handling mental health issues of scholars	Conduct at least 1 seminar and training on handling mental health issues of scholars	200,000.00	GAA
<b>TOTAL</b>						<b>14,095,000.00</b>	

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