

Gender Equity Tracking Policy Statement

I. Policy Statement

Don Honorio Ventura State University (DHVSU) is committed to fostering a gender-inclusive environment by advancing gender equity across all dimensions of academic and professional life. The institution will undertake the following initiatives:

1. Monitoring and Evaluating Gender Representation: The institution shall systematically assess gender diversity within all departments, faculties, student populations, and staff. This assessment will track gender distribution in enrollment, graduation rates, recruitment practices, promotion pathways, pay equity, and retention statistics.
2. Advancing Gender Equity in Education: DHVSU pledges to ensure equitable access to resources, support services, and opportunities for academic achievement for all students, irrespective of gender. This commitment includes implementing programs aimed at promoting gender equity in fields traditionally dominated by one gender, such as STEM, humanities, and arts.
3. Ensuring Equal Employment Opportunities and Advancement: The institution is dedicated to instituting fair recruitment, hiring, promotion, and retention practices that uphold gender equity. All job postings, promotions, and salary determinations will undergo evaluation to eradicate gender bias/es, with corrective measures enacted as necessary to address identified disparities.
4. Preventing Gender-Based Discrimination and Harassment: DHVSU maintains a zero-tolerance policy toward any form of gender-based discrimination or harassment within its classrooms, offices, and other institutional environments. Comprehensive anti-discrimination and anti-harassment policies will be enforced to uphold the dignity, respect, and rights of every community member.
5. Training and Awareness Initiatives: All students, faculty, and staff will have access to regular training programs focused on gender sensitivity, equity, and inclusivity. These training sessions will highlight the significance of recognizing and addressing gender biases and stereotypes prevalent in the academic context.
6. Achieving Gender Balance in Leadership and Decision-Making: The institution is committed to realizing gender balance within leadership roles and decision-making bodies, including academic committees, administrative authorities, and hiring panels. Efforts will be made to ensure that diverse gender perspectives are represented within institutional governance.
7. Ongoing Monitoring and Reporting: The institution will consistently monitor its efforts toward gender equity, collecting data and feedback from community members to evaluate progress. An annual report will be published, detailing advancements toward gender equity objectives, identifying areas in need of improvement, and recommending actions to address any existing gender disparities.

Legal and Policy Framework

1. The 1987 Philippine Constitution

Article II, Section 14: States that the State recognizes the role of women in nation-building and ensures the fundamental equality before the law of women and men.

Article XIII, Section 14: Emphasizes the state's responsibility to protect and promote the welfare of women, ensuring equal access to opportunities for education, employment, and training.

2. Republic Act No. 9710 (Magna Carta of Women)

This law, enacted in 2009, serves as a comprehensive framework for gender equality and women's empowerment. It mandates the elimination of gender-based discrimination in all spheres, including education, and promotes equal opportunities for women in the academic and professional sectors.

Section 9 outlines the provisions to ensure gender sensitivity and awareness in educational institutions. Section 10 mandates the establishment of gender-responsive mechanisms in institutions, including the academe.

3. Republic Act No. 10687 (The Unified Student Financial Assistance System for Tertiary Education Act)

This law aims to provide financial assistance to students in tertiary education, including scholarships, grants, and loans, which can help promote gender equality in accessing higher education.

4. Republic Act No. 7722 (Higher Education Act of 1994)

This law created the Commission on Higher Education (CHED), which is tasked with promoting gender equality in higher education and ensuring that academic institutions comply with policies and programs aimed at advancing gender equality.

CHED Memorandum Order No. 01, Series of 2015 specifically encourages higher education institutions to establish gender and development (GAD) programs.

5. Republic Act No. 9211 (Tobacco Regulation Act of 2003)

Though primarily about regulating tobacco use, this law also includes provisions for the protection of public health and safety, which can relate to the safety and well-being of women, particularly in educational and work environments.

6. Executive Order No. 273 (1995)

Issued by then-President Fidel V. Ramos, this executive order creates the National Commission on the Role of Filipino Women (NCRFW), which was later renamed the National Commission on Women (NCW). The NCW advocates for gender-responsive governance and policies, including in education.

7. Philippine Plan for Gender-Responsive Development (PPGD) 1995-2025

A national policy framework that guides the integration of gender equality into government programs, including in education. This plan seeks to address the structural barriers to women's access to education and their participation in academic and research fields.

8. Gender and Development (GAD) Framework

This framework, under Republic Act No. 9710, guides the integration of gender mainstreaming in the national, regional, and local government levels. In the academe, it helps schools and universities to mainstream gender-sensitive policies and programs.

CHED's Gender and Development (GAD) Guidelines ensure that gender equality is incorporated in curricula, research, and campus policies.

9. United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

The Philippines is a signatory to this international treaty, which legally commits the country to eliminate all forms of discrimination against women, including in the field of education. It emphasizes equal access to education and the elimination of gender biases in educational content and teaching methods.

10. UN Sustainable Development Goals (SDGs)

As part of the global commitment to achieving the SDGs, the Philippines is committed to SDG 5, which focuses on gender equality and the empowerment of women and girls. The Philippine government is

working toward the achievement of SDG 5 by integrating gender-responsive policies in various sectors, including education.

11. The Gender Equality and Women Empowerment Framework in the Education Sector

This policy framework, established by the Department of Education (DepEd) and other educational bodies, provides guidance to educational institutions on how to integrate gender-sensitive measures in academic policies and practices.

12. Anti-Sexual Harassment Act (Republic Act No. 7877)

Enacted in 1995, this law prohibits sexual harassment in educational and training institutions, thereby contributing to a safer and more inclusive environment for women in the academe. Educational institutions are required to develop mechanisms to address complaints and prevent sexual harassment.

13. The Violence Against Women and Their Children Act (Republic Act No. 9262)

This law addresses various forms of violence against women and children, including physical, psychological, and economic abuse. It requires educational institutions to have protocols in place to respond to cases involving violence against women.

Purpose

Don Honorio Ventura State University (DHVSU) is dedicated to fostering a diverse, inclusive, and equitable environment for all members of our academic community, regardless of gender. The objective of this Gender Equity Tracking Policy is to establish a clear framework for promoting gender equity, ensuring that gender does not hinder an individual's access to opportunities, resources, or treatment in any academic, administrative, or professional context within the institution.

This policy is applicable to all students, faculty members, staff, and administrators, with a particular focus on monitoring and addressing disparities based on gender in the areas of academics, hiring, promotion, compensation, and retention processes.

II. Scope

This policy covers:

- Students enrolled in any academic programs
- Faculty members (including full-time, part-time, and adjunct faculty)
- Non-teaching staff and administrators (including office workers, support staff, and other personnel)

III. Definition of Terms

SDG 5, Gender Equity, is one of the 17 Sustainable Development Goals set by the United Nations. It aims to achieve gender equality and empower all women and girls. To understand and implement SDG 5 effectively, there are several key terms and concepts that are important to define, both theoretically (based on established theories) and procedurally (as they apply to policies, actions, and practices). Here's an enumeration of these key terms and their definitions:

1. Gender Equality

Definition: Gender equality refers to the state in which access to rights or opportunities is unaffected by gender. It means that individuals of all genders have equal rights, responsibilities, and opportunities.

Definition: In practice, gender equality involves policies, practices, and laws that promote fairness in access to education, employment, and participation in decision-making, among others.

2. Gender Equity

Definition: Gender equity refers to fairness in the treatment of men, women, and gender minorities, considering their different needs, conditions, and circumstances. Unlike equality, equity involves recognizing inequalities and providing the necessary resources or interventions to achieve fairness.

Definition: Gender equity measures could include affirmative action or tailored policies that address systemic disadvantages that specific gender groups (e.g., women or LGBTQ+ people) face in society.

3. Empowerment

Definition: Empowerment is the process of enabling individuals or groups to take control of their lives, make decisions, and participate fully in society, often by improving their ability to act on their own behalf.

Definition: Empowering women and girls through education, training, legal rights, and political participation, allowing them to contribute to and benefit from societal, economic, and political opportunities.

4. Sexual and Reproductive Health and Rights (SRHR)

Definition: Sexual and reproductive health and rights refer to individuals' rights to make informed decisions about their bodies, sexuality, reproduction, and reproductive health services without facing discrimination or coercion.

Definition: This includes ensuring access to reproductive health services, such as contraception, maternal healthcare, and sexual education, as well as legal rights to make decisions about reproduction and family planning.

5. Violence Against Women and Girls (VAWG)

Definition: This term refers to any act of violence or abuse that results in, or is likely to result in, physical, sexual, or psychological harm to women and girls.

Definition: In practice, VAWG involves creating laws, systems, and support networks for preventing and addressing gender-based violence, such as domestic violence, sexual harassment, trafficking, and female genital mutilation (FGM).

6. Sexual Harassment

Definition: Sexual harassment is unwanted, unwelcome, or inappropriate behavior of a sexual nature that creates a hostile, intimidating, or offensive environment.

Definition: In procedural terms, it involves implementing clear policies, reporting systems, and awareness campaigns that allow individuals to report harassment and ensure that institutions act.

7. Gender-Based Violence (GBV)

Definition: GBV refers to harmful acts directed at an individual based on their gender. This includes sexual violence, intimate partner violence, trafficking, and harmful cultural practices, often rooted in gender inequality and power imbalances.

Definition: Efforts to reduce GBV involve creating support services for survivors, such as shelters and counselling, as well as enforcing laws against violence and discrimination.

8. Discrimination

Definition: Discrimination involves the unjust or prejudicial treatment of individuals based on their gender, sexual orientation, or gender identity, leading to unequal access to rights, opportunities, and resources.

Definition: Procedures to combat discrimination include anti-discrimination laws, gender quotas, and equal opportunity policies in the workplace, education, and other areas.

9. LGBTQ+ Rights

Definition: LGBTQ+ rights refer to the recognition, protection, and promotion of the rights of individuals who identify as lesbian, gay, bisexual, transgender, queer, or any other gender or sexual minority.

Definition: In practice, this involves policies and legal frameworks that protect LGBTQ+ individuals from discrimination, promote inclusivity, and ensure equal access to healthcare, education, and employment.

10. Representation

Definition: Refers to the participation and involvement of individuals in decision-making processes, particularly in leadership roles, governance, and policymaking, to ensure that all groups have a voice in shaping laws and societal structures.

Definition: In procedural terms, this includes policies to increase women's and gender minorities' representation in leadership roles, including political, economic, and academic positions.

11. Inclusive Education

Definition: Inclusive education refers to an educational approach that ensures all individuals, regardless of gender, ability, background, or identity, have access to quality education.

Definition: This involves curriculum development that is sensitive to gender issues, as well as providing facilities, resources, and support systems that accommodate students of diverse genders and sexual orientations.

12. Affirmative Action

Definition: Affirmative action refers to policies and practices that seek to increase opportunities for groups that have been historically marginalized or discriminated against, including women and gender minorities.

Definition: In practice, this could include gender quotas in political representation or university admissions, as well as targeted scholarships or employment opportunities for underrepresented groups.

13. Stereotypes

Definition: Gender stereotypes are preconceived ideas or expectations about the roles, behaviours, and traits that individuals should exhibit based on their gender.

Definition: Challenging gender stereotypes involves efforts to promote gender-neutral education, media portrayals, and workplace practices that allow for the full range of human expression and identity, free from restrictive norms.

14. Workplace Equality

Definition: Workplace equality refers to a fair and equal opportunity for all individuals, regardless of their gender, to access the same opportunities, compensation, and professional advancement within the workplace.

Definition: This includes the implementation of policies such as equal pay for equal work, anti-harassment measures, family-friendly workplace policies, and ensuring women and gender minorities have equal access to leadership roles.

15. Intersectionality

Definition: Intersectionality refers to the interconnected nature of social categorizations such as gender, race, class, and sexuality, which can create overlapping systems of disadvantage or discrimination.

Definition: In practice, gender equality policies need to account for intersectionality by addressing the specific needs of individuals who experience multiple forms of discrimination (e.g., women of color, LGBTQ+ individuals with disabilities).

IV. Roles and Responsibilities

Scope of the Committee's Roles and Responsibilities

- Policy Development and Implementation
- Advocacy and Awareness Raising
- Support Services for Gender-Based Violence Survivors
- Gender Data Collection and Analysis
- Capacity Building and Training
- Collaboration with External Bodies
- Monitoring and Evaluation
- Encouraging Female Leadership

Limitations of the Committee's Roles and Responsibilities

- Institutional Constraints
- Resistance to Change
- Lack of Enforcement Power
- Scope of Authority
- Cultural and Social Norms
- Limited Representation
- Impact on Student Outcomes

V. Policy Details and Procedures

To effectively implement this policy, the following actions will be undertaken:

- 1. Establish a Gender Equity Committee:** A dedicated committee will be formed to oversee the tracking of gender-related data, evaluate policies, and implement gender equity initiatives.
- 2. Develop Gender Equity Metrics:** The institution will create clear and measurable indicators of gender equity to assess the effectiveness of this policy. These metrics will guide ongoing efforts and serve to evaluate institutional progress.
- 3. Provide Support Services:** Comprehensive academic and personal support services will be available for students and staff to promote gender equity. This includes mentorship programs, career development services, counselling, and assistance for individuals affected by gender bias.

VI. Monitoring and Review (Accountability)

All departments and units within the institution share the responsibility of adhering to this policy. Department heads, administrators, and faculty members are all expected to support and advocate for gender equality within their respective areas. The Gender Equity Committee will provide regular updates to senior leadership on progress towards achieving gender equality goals.

Review and Revisions

This policy will undergo an annual review to ensure its continued relevance and effectiveness in promoting gender equity. Revisions and updates will be made as needed to reflect new research findings, emerging trends, or changes within the institution.

VII. Consequences of Non-Compliance

In the context of a State University (or any academic institution), non-compliance with SDG 5: Gender Equity can have profound consequences. These consequences affect various aspects of the university, including its governance, reputation, student experience, faculty development, and societal impact. Below is a breakdown of the potential consequences of non-compliance to SDG 5 within an academic institution, particularly a State University.

1. Legal and Institutional Consequences

A. Violation of National Laws and International Commitments

- Non-compliance with Gender Equality Laws: Academic institutions are subject to both national laws (e.g., the Magna Carta for Women, the Anti-Sexual Harassment Act, etc.) and international frameworks like the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). If a State University does not actively promote gender equality, it risks violating these legal obligations.
 - *Consequence:* The university could face legal challenges or sanctions for not implementing laws that promote gender equality, such as affirmative action policies, sexual harassment prevention measures, and ensuring equal opportunities for all genders in education and employment.

B. Funding Issues

- Reduced Access to Grants and Funding: National and international funding bodies increasingly prioritize gender equality in their selection criteria. Non-compliance with gender equality principles could limit the university's access to development funds, research grants, and partnerships.
 - *Consequence:* A State University could lose out on valuable resources that are earmarked for research, scholarship programs, or infrastructure development, particularly from organizations that focus on promoting gender equality.

C. Accreditation Challenges

- Impact on Accreditation: Accrediting bodies for universities often assess gender equality as part of their review processes. If the university fails to implement gender-inclusive policies, it may risk losing accreditation or fail to meet international standards for quality education.
 - *Consequence:* This could harm the university's reputation and status, leading to a decrease in student enrolment, faculty recruitment, and overall institutional credibility.

2. Social and Cultural Consequences

A. Persistent Gender Discrimination

- Unequal Treatment of Students and Staff: Non-compliance with gender equality principles means that women, gender minorities, and other marginalized groups may face systemic discrimination, both in terms of admissions and faculty recruitment as well as academic opportunities and research funding.
 - *Consequence:* This could result in a hostile learning and working environment where women and marginalized genders feel excluded, disrespected, and unsupported, which can affect their mental health, academic performance, and career prospects.

B. Gender-Based Violence (GBV) and Sexual Harassment

- Failure to Address Gender-Based Violence: A lack of comprehensive policies on sexual harassment prevention, gender-based violence, and support systems for victims could perpetuate unsafe campus environments.
 - *Consequence:* The university could experience rising incidents of sexual harassment and gender-based violence, leading to emotional and physical harm for victims, legal consequences, and reputational damage. Additionally, survivors may not have access to the necessary support systems, such as counselling and legal assistance.

C. Reinforcement of Gender Stereotypes

- Gender Bias in Curriculum and Campus Culture: Without gender equality policies, the university may fail to challenge gender stereotypes in academic content, cultural events, and social activities. This can limit the opportunities available to students based on gender roles.
 - *Consequence:* This perpetuates narrow gender norms, which hinder the holistic development of students and prevent them from pursuing careers in fields that are stereotypically gendered (e.g., women in STEM or men in caregiving professions). It also limits diverse perspectives in academic discourse.

3. Educational Consequences

A. Gender Gap in Education

- Disparities in Access to Education: If gender equality principles are not implemented, women, gender minorities, and students from marginalized communities may face barriers to higher education or equal access to resources such as scholarships, mentorship, and academic support.
 - *Consequence:* This can lead to gender imbalances in enrolment and graduation rates, particularly in fields like science, technology, engineering, and mathematics (STEM), where women are often underrepresented. The education system will fail to fully contribute to building an equitable and inclusive society.

B. Gender Bias in Teaching and Assessment

- Discriminatory Practices in the Classroom: Non-compliance can lead to unconscious gender biases in how faculty assess students' work, interact with students, or provide mentorship. Professors may unconsciously favor one gender over another, contributing to unequal academic outcomes.
 - *Consequence:* This undermines the integrity of the university's academic environment and affects student performance, especially among female and marginalized students who may be unfairly judged or discouraged from certain academic pursuits.

C. Lack of Gender-Sensitive Curriculum

- Unbalanced Representation in the Curriculum: Non-compliance could result in a curriculum that is gender-blind or fails to incorporate critical perspectives on gender, power, and equality.
 - *Consequence:* Students may graduate without a strong understanding of gender issues, which affects their ability to contribute to the creation of an inclusive society. Additionally, it reduces the university's contribution to the global knowledge economy that increasingly values gender-sensitive research and social justice topics.

4. Economic Consequences

A. Gender Inequity in Employment

- Unequal Hiring and Promotion Practices: A failure to promote gender equality in hiring, pay equity, and promotion practices can lead to a gender-segregated faculty where women and gender

minorities are underrepresented in leadership positions, research roles, and administrative positions.

- *Consequence:* This leads to lower retention rates for women and marginalized groups, a lack of diverse perspectives in academic leadership, and a less inclusive campus environment, which can reduce the university's overall academic reputation and research productivity.

B. Reduced Career Opportunities for Students

- Limited Career Development Resources: If gender equality is not prioritized in career services and professional networks, female students and gender minorities may have fewer opportunities to engage in internships, research projects, and career advancement programs.
 - *Consequence:* These students are at a disadvantage when entering the workforce, resulting in lower employment rates and higher income inequality post-graduation.

5. Political and Governance Consequences

A. Decreased Accountability and Transparency

- Lack of Gender-Responsive Governance: Non-compliance with gender equality can result in a lack of accountability when addressing discrimination or gender-based violence on campus. The administration may fail to investigate complaints properly or take timely action.
 - *Consequence:* This undermines the credibility of the university's governance and can lead to public protests, student dissatisfaction, and diminished trust in institutional leadership.

B. Limited Representation in Leadership

- Underrepresentation in Decision-Making Roles: If gender equality policies are not in place, there will likely be fewer women and gender minorities in positions of power (e.g., university presidents, deans, department chairs).
 - *Consequence:* This limits the diversity of leadership perspectives and can lead to gender-biased decision-making in policies related to curriculum, admissions, funding, and campus activities. It also stifles the development of inclusive and holistic strategies for academic and social progress.

6. Reputational and Societal Consequences

A. Damage to Reputation

- Negative Publicity and Loss of Credibility: If gender inequality issues, such as harassment or gender discrimination, become public, the university risks significant damage to its reputation, both locally and internationally.
 - *Consequence:* This can affect student applications, faculty recruitment, funding opportunities, and partnerships with other universities or corporations. Media attention and social media backlash can amplify reputational damage.

B. Loss of Social Influence and Contribution to National Development

- Hindering National Progress on Gender Equality: As a state university, the institution has a responsibility to be a model for societal development. Failing to comply with SDG 5 weakens the university's role in advancing gender equality across the country.
 - *Consequence:* This can have a detrimental impact on national development goals, particularly in areas such as economic growth, social justice, and human rights.

VIII. References

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14. Intersectionality

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References for SDG 5: Gender Equality

1. Philippine Commission on Higher Education (CHED)

- CHED Memorandum Order No. 01, Series of 2015: This memo provides guidelines on the integration of Gender and Development (GAD) in higher education. It encourages state universities to mainstream gender in their policies, programs, and activities.
 - [CHED Memorandum Order No. 01, Series of 2015](#)
- CHED has also released various documents related to GAD, encouraging the inclusion of gender studies in academic curricula and promoting a gender-responsive campus.

2. Republic Act No. 9710 (Magna Carta of Women)

- This law is crucial in promoting gender equality within all sectors, including education. It mandates gender-responsive governance in all institutions, including state universities. It also pushes for the inclusion of gender-sensitive policies within educational institutions.
 - Republic Act No. 9710 (Magna Carta of Women)

3. Philippine Plan for Gender-Responsive Development (PPGD) 1995-2025

- This document provides an overarching framework for the integration of gender-responsive policies across all sectors, including education. State universities in the Philippines are encouraged to align their gender policies and programs with the objectives of the PPGD.
 - [Philippine Plan for Gender-Responsive Development \(PPGD\)](#)

4. Gender and Development (GAD) Focal Point System

- State universities are encouraged to establish Gender and Development (GAD) Focal Point Systems. These systems help coordinate and mainstream GAD-related policies, initiatives, and

activities within the campus. GAD focal points are responsible for ensuring the integration of gender concerns in academic, administrative, and research functions.

- A guide on GAD focal points can be found on the National Commission on Women (NCW) website: [NCW - GAD](#)

5. Sustainable Development Goals (SDGs) – The Philippine SDG Roadmap

- The Philippine government is committed to achieving the SDGs, including SDG 5: Gender Equality. State universities are expected to contribute to these goals through gender-sensitive education, research, and policies.
- Philippine SDG Roadmap

6. United Nations Development Programme (UNDP) – Gender Equality and Women's Empowerment

- As a signatory to international agreements like CEDAW, the Philippines is aligned with the global commitment to achieving gender equality. The UNDP supports the integration of SDG 5 in the educational sector.
- UNDP Gender Equality and Women's Empowerment

7. State Universities' Gender-Responsive Initiatives

- Many state universities in the Philippines, such as University of the Philippines (UP), Polytechnic University of the Philippines (PUP), and University of Eastern Philippines (UEP), have established their own gender and development offices that work to implement gender-responsive initiatives. These include:
 - Gender and Development Centers
 - Gender-sensitive curricula
 - Anti-sexual harassment policies
 - Capacity-building programs for faculty and staff
- It would be beneficial to look at individual state universities' websites and GAD reports to see how they implement SDG 5 at the institutional level.

8. State Universities' Gender-Based Violence and Anti-Harassment Policies

- Many state universities have passed internal policies to combat gender-based violence and sexual harassment on campuses, promoting a safer environment for women.
- Example documents:
 - University of the Philippines Anti-Sexual Harassment Policy
 - Polytechnic University of the Philippines Gender Sensitivity Program

9. Republic Act No. 7877 (Anti-Sexual Harassment Act)

- This law applies to both public and private educational institutions, mandating the creation of policies to prevent and address sexual harassment in schools and universities.
- Republic Act No. 7877 - Anti-Sexual Harassment Act

10. Department of Education (DepEd) Gender and Development Policy

- While DepEd primarily governs primary and secondary education, its GAD initiatives influence higher education, especially in terms of curriculum development and gender-sensitive training programs that state universities may adopt.
- [DepEd Gender and Development Policies](#)

11. International Labour Organization (ILO) – Gender Equality in Education

- The ILO's work on gender equality in education provides a global perspective and resources that are also relevant to state universities in the Philippines. The ILO promotes creating inclusive and gender-responsive educational environments.
- ILO Gender Equality in Education

12. UNESCO Gender Equality in Higher Education

- The United Nations Educational, Scientific and Cultural Organization (UNESCO) provides frameworks and research on gender equality in higher education, which are also applied to the Philippine context. State universities are encouraged to adopt these best practices.
 - [UNESCO Gender Equality in Higher Education](#)

Conclusion

Don Honorio Ventura State University (DHVSU) recognizes that achieving gender equity is an ongoing process that requires the active participation and commitment of all members of the academic community. By tracking and addressing gender disparities, providing equal opportunities, and ensuring a safe and inclusive environment, we aim to uphold our core values of fairness, respect, and equality for all individuals.