

GENDER MAINSTREAMING IN THE UNIVERSITY OF THE PHILIPPINES DILIMAN DURING THE COVID-19 PANDEMIC: A PRELIMINARY ASSESSMENT USING MIXED-METHODS

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ABSTRACT

Since the 1990s, gender mainstreaming has been a key strategy for achieving gender equality across various programs. The COVID-19 pandemic exacerbated existing gender inequalities globally and, in the Philippines, affected women disproportionately through increased domestic responsibilities, economic hardships, and barriers to accessing essential services. The pandemic also disrupted educational institutions, forcing them to adapt rapidly to new modes of operation, including remote working arrangements. However, there is a gap in understanding how academic institutions navigated gender mainstreaming during the pandemic. This paper addresses this gap by examining the experience of the UP Diliman Gender Office (UPDGO) and its gender mainstreaming practices during the COVID-19 pandemic using the Gender Mainstreaming Evaluation Framework Tool, complemented by a desk review of the UPDGO Accomplishment Reports of 2020 and 2021. The findings reveal that the UPDGO's resilience during

the first two years of the pandemic highlights its strength in promoting gender equality and women's empowerment and is a continuation of its rich experience in gender mainstreaming before the pandemic. It was possible to have access to internal assessments and reports of the UPDGO as the writer was the UPDGO's Coordinator at the beginning of the pandemic.

Keywords: Gender mainstreaming, education, University of the Philippines Diliman Gender Office, COVID-19 pandemic, GMEF Tool

ABSTRAK

Mula noong 1990s, ang *gender mainstreaming* ay naging pangunahing estratehiya upang makamit ang pagkakapantay-pantay ng kasarian sa iba't ibang programa. Ang pandemya ng COVID-19 ay lalong nagpatingkad sa umiiral na mga 'di-pagkakapantay-pantay ng kasarian sa buong mundo, kabilang ang Pilipinas, kung saan ang mga kababaihan ang higit na naapektuhan sa pamamagitan ng pagdami ng mga responsibilidad sa tahanan, mga problemang pang-ekonomiya, at mga hadlang sa pag-akses sa mga mahahalagang serbisyong panlipunan. Naapektuhan din ng pandemya ang mga institusyong pang-edukasyon, na napilitang mabilis na umangkop sa mga bagong pamamaraan ng operasyon, kabilang ang pagtatrabaho nang labas o malayo sa mga opisina. Gayunpaman, may kakulangan sa pag-unawa kung paano naisagawa ng mga institusyong pang-edukasyon ang *gender mainstreaming* sa panahon ng pandemya. Ang papel na ito ay naglalayong punan ang mga kakulangang ito sa pamamagitan ng pagsusuri sa karanasan ng UP Diliman Gender Office (UPDGO) sa pagsasabuhay nito ng *gender*

mainstreaming sa panahon ng pandemya ng COVID-19. Ang pag-aaral ay isinagawa sa pamamagitan ng Gender Mainstreaming Evaluation Framework Tool at pagrerebyu ng mga mga taunang ulat ng UPDGO ng 2020 at 2021. Ang manunulat ay nagkaroon ng akses sa mga internal na dokumento ng UPDGO dahil siya din ang Tagapag-ugnay ng UPDGO sa simula ng pandemya. Batay sa resulta ng pananaliksik, ang katatagan at kalakasan ng UPDGO bilang tagapagtaguyod ng pagkakapantay-pantay ng kasarian at pagsasakapangyarihan ng kababaihan ay naisagawa at napatunayan sa unang dalawang taon ng pandemya. Ito ay pagpapatuloy ng kanilang masaganang karanasan at kasaysayan sa *gender mainstreaming* bago pa ang pandemya.

Susing salita: Gender mainstreaming, edukasyon, University of the Philippines Diliman Gender Office, COVID-19 pandemic, GMEF Tool

I. Introduction

Gender mainstreaming is a strategy to achieve gender equality. When it was put forward in 1995 at the Fourth World Conference on Women, it was envisioned as a “critical and strategic approach” to incorporate a gender perspective in legislation, policies, programmes, and projects (UN EcoSoc Council 1997). Advocates of gender equality have made tremendous efforts to demonstrate why national governments should be concerned about gender issues and how these issues can be integrated into their processes, procedures, and operations, known as the integrationist approach. However, to do it as an afterthought, rather than as a fundamental component, can be problematic (Jahan and Mumtaz 1996).

The integrationist approach often results in superficial compliance rather than meaningful change, as it fails to address the underlying systemic inequalities. Simply “fitting” gender concerns into pre-existing frameworks can perpetuate tokenism, where efforts are more symbolic than substantive. Without a thorough restructuring to prioritize gender equality at every level, these efforts may lack the depth and sustainability needed to create impact.

Some scholars state that gender mainstreaming has become a dominant paradigm within development work, but in practice, it represents a retreat from women’s equality and a means of making such an outcome appear more palatable to those whose views are opposed to it (Palmary and Nunez 2009; Weldon et al. 2017). As a critique of the integrationist approach, women activists pushed for an agenda-setting approach: an agenda for changing organizational rules and cultures to make processes, procedures, and operations participatory, inclusive, transparent, and accountable (Jahan and Mumtaz 1996).

Since then, the degree to which gender mainstreaming has been implemented across countries has varied. Despite some progress in women’s status, the fundamental objectives of the women’s movement to transform social and gender relations and create a just and equal world remain elusive (Jahan and Mumtaz 1996). The Fourth World Conference on Women, held in Beijing in 1995, resulted in the adoption of the Beijing Platform for Action (BPfA), which outlines strategic objectives and actions for women and girls in 12 key areas (United Nations 1996). In 2015, twenty years after the adoption of the BPfA, the Commission on the Status of Women (CSW) held its 59th session to assess the progress made. The CSW acknowledged that while there had been progress, it was slow and uneven, with

no country having fully achieved gender equality (United Nations 2015). Furthermore, gaps and new challenges have emerged. As a result, member states pledged to commit to full, accelerated, and effective implementation, with an emphasis on strengthening institutional support for gender equality and the empowerment of women and girls at all levels.

In the Philippines, a multitude of activities were undertaken by various stakeholders a few decades prior to the 1979 UN's adoption of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), considered the bill of rights for women (UN General Assembly 1979). These activities can be traced back to the colonial history of the country (Santiago 1995). For example, Filipino women's right to vote was won in 1937 during the American colonial period, when women's organizations campaigned extensively for this right. The women's movement played a major role in transforming the Marcos dictatorship (Friesen 1989) and created the National Commission on the Role of Filipino Women (NCRFW). The NCRFW changed into the Philippine Commission on Women (PCW), institutionalized under Republic Act No. 9710 or the Magna Carta of Women (2009).

At the level of academic institutions, however, practice precedes policy. The University of the Philippines (UP) Diliman, the flagship campus of UP, had already established in 1987 a degree-granting program, the Women and Development Program at the College of Social Work and Community Development. This program, the pioneer women's studies in the country and in the Asia-Pacific region, would be elevated into the Department of Women and Development Studies in 2000. In 1988, the gender unit with the mandate to oversee the university's gender programs per campus was created – the UP Center for Women's Studies,

which would be renamed in 2015 as the UP Center for Women's and Gender Studies with UP's adoption of the Guidelines on Promoting Women's Empowerment and Gender Equality in the University of the Philippines or the UP Gender Guidelines (1309th BOR Meeting 2015). The University of the Philippines (UP) has two major gender-specific policies: the UP Gender Guidelines and the Anti-Sexual Harassment Code, with the latter's implementing rules and regulations (IRR) established in 1998. Following extensive consultations in 2017, the IRR was revised and approved by the Board of Regents and became the UP Anti-Sexual Harassment Code (UP ASH Code), which continues to guide the university's policies on sexual harassment prevention and response (1324th BOR Meeting 2107).

In 2003, the UPDGO transitioned from a project under the University Center for Women's Studies to an independent office under the Office of the Chancellor, marking its formal establishment as a separate entity (Kimuell et al. 2018). The primary objective of the UPDGO was to lead gender mainstreaming efforts across the UP Diliman campus. In its more than 15 years of existence and prior to the pandemic¹, the UPDGO has been acknowledged within UP Diliman as an institution that promotes women's and GAD concerns (Kimuell et al. 2018; UPDGO Terminal Report 2015 - 2020). Figure 1 provides a historical and overall context of this paper.

¹ For further details on the implementation of gender mainstreaming initiatives prior to the pandemic, please refer to the UPDGO Terminal Report 2015-2020, prepared under the previous coordinator Dr. Nancy Kimuell-Gabriel. This document provides a comprehensive overview of the subject matter.

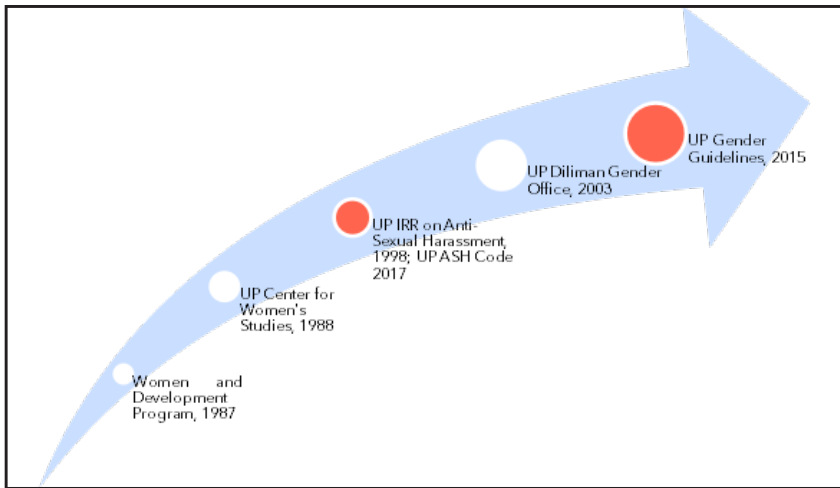


Figure 1: Evolution of policies and institutions in UP and UP Diliman

This is a preliminary study as the data gathered needs to be validated by other means of collecting information that would cover not only the UPDGO but also the responses of UP Diliman’s academic units in addressing gender issues during the pandemic. The paper’s sections are as follows: First, it provides a brief overview of the intersection of the COVID-19 pandemic, education, and gender mainstreaming. Second, it discusses the GMEF Tool and other data collection methods. Third, it presents a summary of the GMEF results. Finally, it presents the key points and recommendations for gender mainstreaming at UP Diliman.

In line with the principle of full disclosure, the author’s research was facilitated by her involvement as a former UPDGO Coordinator during the first two years of the pandemic (2020 - 2022).

COVID-19 Pandemic, Gender and Education

The global pandemic has exacerbated gender inequalities, citing instances of reduced remuneration

for women, increased childcare responsibilities, and how the majority of women experienced verbal or physical abuse (UN Women and UNDP 2022). Gender norms, unprepared health systems, limited access to healthcare services, and power dynamics heighten women's vulnerabilities during a crisis (Simba and Ngcobo 2020). The rise in gender-based violence during the COVID-19 pandemic was considered similar to previous pandemics and epidemics, but despite its global prevalence, addressing gender-based violence remains one of the most neglected outcomes of pandemics (Mittal and Singh 2020). Discrimination against LGBT++ also continued during the pandemic, worsened by their being stuck at home with unsupportive families, heightened mental health issues, and lack of access to support systems (Fish et al. 2020; Reid and Ritholtz 2020; Pinaga 2023).

The immediate effect of the COVID-19 pandemic on the education sector was the closure of schools and universities (Magno and Teehankee 2023). Following several months of disruption, operations in the education sector resumed, albeit with novel modalities of learning and operations. Various studies have revealed a differential impact of the pandemic on women and men in the academic community. The transition to remote work has had a detrimental impact on the scientific productivity of several women faculty members due to the increased family responsibilities that it entailed during the lockdown (Zabaniotou 2021; Ali and Ullah 2021) and their increased teaching and administrative load (Walters et al. 2022). Patriarchal cultures have discouraged husbands from sharing equally in domestic duties, which has further compounded the difficulties faced by these women. The lack of institutional policy support during the pandemic worsened the difficulties faced by women in academia in balancing work and caregiving responsibilities. This reinforces and

favors the concept of a male 'ideal' worker (Nash and Churchill 2020). Women in academia have reported feelings of burnout, depression, exhaustion, anger, and a pressing need for personal time (Ali and Ullah 2021; Mukhopadhyay 2023).

COVID-19 Pandemic in the Philippines

When the World Health Organization (WHO) declared COVID-19 as a global pandemic in 2020, the Philippine national government's first response was to declare a public health emergency on March 8, 2020 (Presidential Proclamation No. 922 2020). The PP 922 will be followed by several announcements regarding the government's management of the pandemic, specifically related to quarantine guidelines. On March 15, 2020, former President Duterte initiated a community quarantine in Metro Manila as a preventive response to the COVID-19 pandemic. This was swiftly followed by the declaration of an enhanced community quarantine (ECQ) for the entire Luzon region on March 16, 2020 (Luna 2020). Further, the ECQ guidelines included the prohibition of mass gatherings, imposition of home quarantine, work-from-home arrangements except for essential offices, suspension of mass public transport facilities, and restriction of travel. Subsequently, the Inter-Agency Task Force Against Emerging Infectious Diseases (IATF) was reactivated. The IATF developed policy recommendations for the President, but the operational command was managed by the National Task Force Against COVID-19, led by the Secretary of the Department of National Defense (Magno and Teehankee 2023). This approach highlighted the militarized handling of a public health crisis in the Philippines. All health protocols, such as mobility restrictions, mask-wearing, and social distancing, were enforced through punitive measures (Hapal 2021), which affected mostly the poor (Bekema 2021). The

main purpose of the lockdowns and travel restrictions was to reduce the transmission of the virus, but the strict measures enforced in the early phase of the pandemic could not curb the rapid increase in daily cases (Reyes et al. 2022; Amit et al. 2020). The pandemic, along with the government's failed containment measures, resulted not only in high COVID cases and deaths but also in high levels of stress, anxiety, and depression (Tee et al. 2020).

On the other hand, the pandemic fostered a sense of community and solidarity among the people. The spirit of *bayanihan*, or mutual cooperation, remained strong amidst the crisis. What began as a local community pantry in Quezon City spread throughout the Philippines, evolving into various forms. Community pantries not only provided relief from hunger but also served as places of healing and improved access to healthcare for the poor and marginalized (Abesamis et al. 2023; Gozum et al. 2022; Espartinez 2021).

A review of literature on gender mainstreaming and institutions during the pandemic reveals limited studies in this area. This paper, therefore, intends to help fill the gap by exploring how gender mainstreaming in educational institutions, like the University of the Philippines in Diliman, fared during the pandemic.

The UPDGO, like other units of the university, ceased its physical operations and initiated remote working arrangements at the onset of the pandemic. As a non-teaching unit of UP Diliman, the UPDGO was compelled to adapt its programs and services to ensure the continued provision of services to its constituents under conditions of lockdown. It adopted work-from-home and telecommuting arrangements, marking the first instance in its history of implementing a fully online setup. This paper provides documentation and an initial assessment of how the UPDGO accomplished its

gender mainstreaming role during the first two years of the COVID-19 pandemic.

II. Methods

The study employed a mixed-methods approach to data gathering. The primary data was collected through a workshop on the Enhanced Gender Mainstreaming Evaluation Framework (GMEF) conducted for members of the UP Diliman GAD committees. The GMEF is a tool developed by the Philippine Commission on Women “to measure the reach and effectiveness of gender mainstreaming in institutions” (PCW 2016).

To complement the results of the GMEF, the author employed a desk review to examine the accomplishment reports of the UPDGO from 2020 to 2021. This paper reviewed two types of reports: the UPDGO Internal Accomplishment Report (AR) and the UPD GAD AR. The UPDGO AR is the annual report of the UPDGO on the utilisation of its approved budget, which was 5.4 million in 2020 and 5.2 million in 2021. This report is submitted to the Office of the Chancellor. In contrast, the UPD GAD AR is compiled from all colleges and units on their GAD activities for the specified year. These reports are consolidated with the UPDGO’s AR and submitted to the UP CWGS. Along with other GAD reports from other CUs, these form the UP System GAD AR.

Elaboration on the GMEF as the main assessment method

The GMEF assessment tool has four entry levels for gender mainstreaming: policies, people, enabling mechanisms, and programs, activities, and projects/PAPs (PCW 2016). The GMEF also identified the status of gender mainstreaming in organizations through levels 1 to 5. Each level corresponds to a set of descriptors,

which act as the guide questions during the workshop. Each entry level has a maximum of 25 points and an overall maximum combined score of 100 points. The assessment covered 2020 to 2021, which coincided with the early years of the pandemic. Please refer to Appendix 1 for further details on the GMEF Summary of Entry Levels and Descriptors (Table 1), as well as the Ranges and their Corresponding Level of Gender Mainstreaming (Table 2).

Participants

The participants were members of the UP Diliman GAD committee. A total of 70 individuals attended the GMEF Workshop, representing 13 academic units (50%) and 13 non-academic units (29.55%).

Process

The program included a lecture on the GMEF, workshop/breakout sessions, and a plenary session for the overall validation of the data. On the first day, the discussion on the GMEF tool was led by the author, who was also the resource speaker. This was followed by a workshop, which was divided into four groups corresponding to the four entry levels. A UPDGO staff member facilitated each workshop. Prior to the online training, a training session with the UPDGO staff was conducted by the resource speaker to ensure that they were prepared to answer any questions that may arise during the workshop. The resource speaker also visited each breakout room session to answer any questions that came up during the workshop. A plenary session was conducted during which each group presented the results of their scores, explaining how they arrived at these results and allowing all participants to validate them. The collective validation enabled other units to share their own experiences, enrich the data

presented by each group, and provide a more detailed understanding of the scores.

III. GMEF Results

The GMEF scores and the workshop were employed to facilitate a discussion of the scores obtained at the entry level. The scores are presented in Appendix 2.

GMEF TOOL 1: Policy–LEVEL 2

The score for the policy entry level is 11.66 and is at level 2 (Table 3, Appendix 2). Before the pandemic, one of the major challenges of the UPDGO in terms of policy is its lack of approval as an office by the highest policy-making body of UP, the Board of Regents. The lack of a BOR approval posed major issues for the institutionalization of the UPDGO, which manifested in limited funds and personnel needed to implement gender mainstreaming on campus. This challenge continued to be significant even after the passage of the Magna Carta of Women, which required state universities to allocate at least 5% of their budgets to gender and development programs. As a result, the UPDGO hires contractual staff to perform core and essential work, operating under a budget ceiling approved by the Fiscal Policy and Operations Committee of UP Diliman. Despite being contractual, the numerous activities carried out before and during the pandemic demonstrate the commitment of the staff to gender advocacy, although it comes at the expense of the contractual staff's well-being (.i.e., delayed salary, multi-tasking, etc.). The situation of UPDGO contractual staff reflects the broader trend within the University, which is increasingly moving toward contractualization. This challenge has continued during the pandemic.

As the UPDGO is under the Office of the Chancellor, various GAD-related memoranda, such as attendance to the GAD Summit, submission of the GAD Plan and Budget, and so forth released by the gender office, is coursed through the Chancellor. However, it is not the UPDGO alone that is responsible for forwarding gender policies to the Chancellor. Various offices in UP Diliman have taken the initiative to implement gender-responsive policies: Memorandum No. OVCAA-MTTP 21-029: Guidelines on Affirming Transgender and Gender Non-Conforming (TGNC) Students' Names, Pronouns, and Titles (TGNC Guidelines 2021) and the Office of the Vice Chancellor for Student Affairs Memorandum on the Gender Sensitivity Orientation for Freshie/First-year students (GMEF Workshop Policy; UPDGO AR 2021). The TGNC Guidelines represent a significant initiative undertaken by UP Diliman with the objective of promoting diversity and inclusivity, and of protecting its students from discrimination on the grounds of gender identity. Nevertheless, a comprehensive SOGIESC-based policy that can protect faculty, students, and employees against discrimination and violence is lacking (Gomez-Magdaraog and Peña 2021).

The absence of a GAD agenda was a major gap in terms of gender policy. The GAD agenda is important in direction setting, monitoring, and assessing GAD work (Jahan and Mumtaz 1996; PCW 2018). Initiatives for the GAD Agenda have already commenced with the 10th GAD Summit (UPDGO AR 2021), and in 2022, the Six-year UP Diliman GAD Agenda was launched.²

In spite of the presence of GAD-related policies, workshop participants shared difficulties in their implementation.

² A printed copy of the UP Diliman GAD Agenda 2023 - 2028 may be formally requested from the UPDGO (updgo@up.edu.ph).

"GAD is still not yet seen as a priority. It often depends on the leadership." - participant 3, academic unit.

"The extent of effectivity of memoranda in offices is not clear. It's also not clear if other offices should provide or adopt own policies, or do existing policies in certain offices already cover other offices?"
-participant 1, academic unit

"No analysis of [the] current GAD policy landscape not only in the university but in other government units." - participant 2, academic unit

Access and utilization of the GAD Budget is already challenging for some units. Without the support of the dean or unit head, the GAD committee members are unable to implement GAD PAPs and their efforts are not recognized, which results in their low morale. An in-depth analysis of the GAD policy landscape at UP Diliman is needed, with the view that policies should address and transform power relations (CORDAID 2019). This may take the form of new policy (such as the GAD Agenda) and review and revision of policies (such as the policy on employee housing, which does not allow the combination of points of staff or faculty who are in same-sex relationships).

GMEF TOOL 2: PEOPLE- LEVEL 4

The score for the people entry level is 21.99 and is at level 4 (Table 4, Appendix 2). The entry-level people encompass both internal and external clients. Clients are further categorised into sponsors (the agency's top executive), change agents (GAD committees), targets, and advocates.

Securing top-level management support is one of the most critical factors in the successful implementation of gender mainstreaming (Aguilar-Delavin 2017). Before and during the pandemic, the UPDGO had the support of the Office of the Chancellor, Chancellor Fidel R. Nemenzo, who is regarded as a champion of gender equality at UP Diliman. As Chancellor, he viewed gender responsiveness as not merely a mandate from above but an important component in creating an inclusive and safe university.

An analysis of administrators under his tenure revealed a higher proportion of female administrators than males (Table 5). Female leaders were more prevalent in executive roles, while male leaders were more prominent in academic units. In January 2021, a GAD Briefing was conducted for the Executive Committee of UP Diliman. This enabled the administration to recognize GAD as a priority area and to go beyond the mere submission of reports to the PCW and COA (UPDGO AR 2021). The recognition of GAD as a priority area by the administration of UP Diliman, following the January 2021 GAD Briefing for the Executive Committee, is manifested in several concrete actions and policies. This initiative is a significant step towards encouraging deans and unit heads to assign greater importance to GAD work by supporting their GAD committee members and by submitting the GAD Plan and Budget. Further, it has led to the approval of the UP Diliman GAD Agenda, which outlines strategic objectives and action plans to promote gender equality and the empowerment of women on campus, such as the approval of protocols to address Gender-Based Violence (GBV), ensuring that there are clear guidelines and procedures for handling cases of GBV within the university. This proactive stance is significant, as it not only addresses immediate concerns but also contributes to creating a safer and more inclusive environment for all students and staff.

However, translating this leadership into action at the college and office levels remains a challenge, as evident in the sharing of experiences of workshop participants.

**Table 5: UP Diliman
 Administration 2020 - 2023**

	Position	Male	Female	Total
	Chancellor	1	-	1
	Vice-Chancellor	1	5	6
	Deans	13	11	24
Unit heads	Office of the Chancellor	5	12	17
	Office of the Vice-Chancellor for Academic Affairs	4	7	11
	Office of the Vice-Chancellor for Administration	4	3	7
	Office of the Vice-Chancellor for Student Affairs	3	4	7
	Office of the Vice-Chancellor for Research and Development	3	3	6
	Office of the Vice-Chancellor for Community Affairs	3	4	7
	Office of the Vice-Chancellor for Planning and Development	1	0	1
		38 (44%)	49 (56%)	87

Source: University of the Philippines Diliman (as of April 27, 2022)

The GMEF tool categorizes targets into “internal and external clients.” This categorization is not appropriate for an educational institution, as it oversimplifies complex contexts to fit a “one-size-fits-all” solution to quantify results. Educational institutions have diverse stakeholders, including students, faculty, staff, and the broader community. Imposing a rigid client-

based framework fails to capture the unique dynamics and needs of these groups. For instance, students are not merely clients but active participants in the educational process. Similarly, faculty and staff play multifaceted roles that go beyond the typical service-provider-client relationship. Despite this, because of the need to align with the GMEF format, “clients” were retained.

Before the pandemic, the UPDGO actively implemented capability-building, gender education, and advocacy activities for faculty, staff, students, and the public (UPDGO Terminal Report 2015-2020). During the pandemic, the UPDGO has continued to provide gender education in an online format. Online learning posed several challenges. Many participants found it difficult to adapt to the online platform and were experiencing technical issues. The extended screen time and lack of physical interaction strained both mental and physical health. The online format also limited the participatory nature of workshops, which are crucial for effective gender education. Engagement and interaction were often reduced, making it harder to foster meaningful discussions. On the other hand, the shift to online learning allowed for greater reach, enabling participants from various geographic locations to join sessions without the need for travel. This expanded accessibility meant that more individuals could benefit from the training. Online platforms provided opportunities for recording sessions, which participants could revisit later, reinforcing learning and offering flexibility for those who might have conflicting schedules.

Advances were made through the institutionalisation of the GST for employees and GSO for Freshies (first-year students), made possible by partnering with the Office of the Vice Chancellor for Student Affairs (OVCSA) and the Human Resources Development Office (UPDGO AR 2020 and 2021).

In 2021, the UPDGO conducted 35 sessions, with 96 faculty members, 390 employees, 1,134 students, and 109 unspecified participants. Additionally, 27 sessions were held with the public. The data reveals that more females (65.5%) than males (39.9%) are provided with regular GSTs. The proportion of unspecified data is 3.6% (UPDGO AR 2021, pp. 10-18). All the GST sessions conducted in 2021 were online. This represents a 54.3% increase compared to 2019, or a total of 19 combined sessions for UP Diliman (UPDGO Terminal Report 2015-2020).

In terms of leadership, a significant development during the pandemic was the emergence of a leadership structure within the UPDGO, primarily from the Research, Extension, and Professional Staff (REPS) ranks. This shift from faculty-led leadership ensures continuity and stability in GAD programs, allowing for more focused and sustained efforts in gender policy implementation and strategic planning (Table 6). The strong presence of gender experts within UP Diliman is recognized both nationally and internationally. Women activists and academics have been staunch advocates for integrating gender perspectives into all major outputs of UP Diliman. Before the pandemic, the UP CWGS, in partnership with the UPDGO, hosted the Southeast Asian Women’s/Gender Studies Conference on July 30-31, 2015. Many faculty members have been active in leadership positions in feminist organizations such as the Women’s Studies Association of the Philippines, the Center for Women’s Resources, GABRIELA, and so forth.

Table 6 - List of UPDGO Coordinator, 2001 to present

Coordinator	Home college	Period
Prof. Rosario del Rosario, Ph.D.	College of Social Work and Community Development (CSWCD)	1999 - 2008
Prof. Marion Jimenez-Tan	CSWCD	2009 - 2011

Prof. Yolanda G. Ealdama	CSWCD	2011 - 2013
Prof. Bernadette V. Neri	College of Arts and Letters (CAL)	2013 - 2015
Prof. Nancy Kimuell-Gabriel, Ph.D.	CAL	2015 - 2020
Kristel May Gomez-Magdaraog, RSW	UPDGO	2020 - 2022
Prof. Pauline Mari Hernando, Ph.D.	CAL	September 2022
Anna Myrishia Villanueva, RGC	UPDGO	2023 - present

Source: UPDGO Website (2018)

GMEF TOOL 3: ENABLING MECHANISMS- LEVEL 2

The score for the enabling mechanisms entry-level is 12.67 and is at level 2 (Table 7, Appendix 2). The enabling mechanisms for successful gender mainstreaming are the GFPS, utilisation of the GAD budget, and creation of a GAD database. The GMEF results yielded very low scores, as UP Diliman lacks a consolidated GAD database, and the achievement of the 5% allocation for the GAD budget remains a challenge.

On the plus side, the reconstitution and strengthening of the GAD committees were enabled by the continuous issuance of memoranda and capability-building support by the UPDGO before and during the pandemic. The online setup increased the participation of deans and unit heads in the GAD Assembly and improved the submission of both their GAD Plan and Budget and GAD Accomplishment Report. The UPDGO employed participatory and consultative approaches in crafting its annual GAD Plan and Budget. It also initiated online consultations with the GAD committees, which resulted in 50 online consultations (UPDGO AR 2021). Some of the GAD committees included student representation through the student councils. The results

of the consultations were drafted in the GAD Plan and Budget 2022, and the document was presented to the assembly of GAD committees for feedback and validation. This collaborative effort of the Office of the Chancellor, the UPDGO, and the GAD committees represents a major step towards achieving the required budget allocation in the future. The sense of ownership developed is an essential component during the subsequent stages of planning, implementation, monitoring, and evaluation.

However, despite the existence of official memos, GAD committee members experience the inadequacy of support from their unit leadership, which places a considerable burden on the work of GAD personnel. Staff shared the effects of the pandemic on their roles within this area and the subsequent decline in their mental and physical health. One of the challenges faced by academics is the ability to effectively manage multiple tasks simultaneously (Valencia 2017).

“GAD mainstreaming is seen as an additional task in the office units, resulting in the lack of expertise in the matter.” -participant 4, Policy Group

“Multiple roles for GAD representatives, but there is a lack of incentives (e.g., financial compensation, credits).” -participant 1, Enabling Mechanisms Group

The motivation of GAD committees and other stakeholders is crucial for ensuring the continuity of GAD work. Motivation can be fostered by addressing their objective interests (Pandolfelli *et al.* 2008), such as: a. access to resources in terms of adequate funding, training, and personnel, particularly to carry out activities related to gender mainstreaming and development; b. institutional support for implementing GAD-related policies, such as allowing official time to be used for

committee meetings and other activities and reflect these activities in their performance evaluation; and c. recognition for GAD advocacy in monetary (compensation) and non-monetary (academic loading, performance evaluation, research and extension loading) forms.

The Gawad Kasarian initiative, relaunched in March 2021, exemplifies this approach. Originally launched in 2015, the pre-pandemic Gawad Kasarian acknowledged the role of women academics in promoting scholarship in this field. However, the 2021 Gawad Kasarian, held during the pandemic, expanded its focus beyond individual recognition to also honor the collective efforts of the GAD committees.

GMEF TOOL 4: Programs, Activities and Projects (PAPs)-LEVEL 4

The score for the PAPs entry level is 20.1 and is at level 4 (Table 8, Appendix 2). The sustained and increased collaboration with GAD committees and the public before and during the pandemic resulted in a high score in the PAPs entry level.

The high score was a result of the UPDGO's continuous GAD activities. This reflects how successfully the office transitioned its core services online, such as implementing gender sensitivity trainings and leading online campaigns like the celebration of International Women's Day on March 8, One Billion Rising to end violence against women, UP Diliman Pride, and so forth. In addition to these campaigns, various gender-specific webinars were held, including discussions on masculinities, breastfeeding, and the like. The

UPDGO's radio program, GENDERadyo³, launched its first podcast, with 13 episodes aired in 2021. Moreover, significant research publications were released (i.e., the Protocol on GBV Mitigation in UP Diliman, the *Diliman Gender Review Vol. 3*, and the like). Psychosocial and legal counseling for victims of gender violence and discrimination also transitioned online.

The success of online campaign activities was attributed to the support of the management, the active involvement of the GAD committees, and the dedication of the UPDGO staff. The UPDGO continues to fund GAD activities of different colleges, units, and organisations. It ensures that these are aligned with the guidelines on GAD Budget utilisation. During the pandemic, all staff were required to learn new technologies and platforms to continue their work. Within the UPDGO, efforts were made to balance the workload with consideration of the health and wellness of the staff. Administrative and temporary personnel were provided with support to assist program officers in carrying out their duties. Despite these efforts, the blurring of boundaries between work and family life, the continuation of work responsibilities outside of office hours and on weekends, and the resulting strains on both physical and mental health have also been observed (Palumbo *et al.* 2020).

The impact of teleworking on UP Diliman has yet to be fully investigated. The extant literature indicates a lack of consensus regarding the heterogeneous effects of teleworking, with some studies suggesting gender-related disparities. Negative outcomes of teleworking have been documented, particularly among mothers with young children (Blasko, 2020). On the other hand,

³ For the list of episodes, webinars and trainings, you can access the UPDGO AR 2021 available at the UPDGO website.

teleworking can be advantageous when the conditions for working from home are conducive (Rieth and Hagemann 2021). From the perspective of employers, this translates to greater job support and job autonomy (Wang et al. 2021). In the case of the UPDGO, job security remained an important concern. The majority of the staff do not have an employer-employee relationship and are referred to as “non-UP contractual”. Non-UP contractual employees are not eligible for benefits and are subject to more rigorous monitoring, including the submission of work accomplishment reports to process their salary, which is often delayed and subject to numerous deductions.

OVER-ALL GMEF SCORE: LEVEL 3

The validated Enhanced GMEF scores yielded 66.42 points, indicating that the general status of gender mainstreaming in UP Diliman is at level 3 or at the GAD Application stage for 2020-2021 (Table 10). This was the first GMEF conducted by the UPDGO, but it should not be treated as the baseline for gender mainstreaming efforts in UP Diliman. The continuous functioning of the UPDGO as a lead unit in mainstreaming gender on campus before and during the early part of the pandemic suggests that the results can provide guidelines but are not sufficient for a comprehensive assessment. While the tool provides insight into various aspects of gender mainstreaming, its focus on quantitative measures does not capture the complexity and depth of the demands and challenges as well as accomplishments in mainstreaming in an academic institution. Moving forward, it is essential to establish more comprehensive evaluation mechanisms to accurately gauge the progress and impact of gender mainstreaming initiatives at UP Diliman.

Table 9: Overall GMEF Results of UP Diliman, 2020-2021

Entry Points	Scores
Policies	11.66 (Level 2)
People	21.99 (Level 4)
Enabling Mechanisms	12.67 (Level 2)
PAPs	20.1 (Level 4)
Total	66.42 (Level 3)

CONCLUSION AND RECOMMENDATIONS

The aim of this paper is to identify the level and the key points for gender mainstreaming in the context of the pandemic in UP Diliman. Gender mainstreaming was already well-established in UP Diliman and the entire UP System decades before the pandemic. Efforts continued throughout the pandemic, with improvements or breakthroughs made in some program areas.

In UP Diliman, the application of the GMEF tool indicates that the UPDGO attained the third level of gender mainstreaming. This was the first time that the GMEF Tool was used to assess the level of gender mainstreaming at UP Diliman. The findings reveal that UP Diliman – through its policies, structure, personnel, and programs – managed to continue and expand its gender mainstreaming during the health emergency that was the COVID-19 pandemic. These are:

1. Reach and Inclusivity: the UPDGO’s programs provided mental health and gender-related services to affected individuals, including LGBTQ+ individuals and women, during the lockdown. Services like counseling and case handling were vital. However, it did not address pandemic-related issues such as work setups or job losses for jeepney drivers at the university.

2. Institutional Reforms: The UP System instituted two overarching gender-specific policies before the pandemic. In UP Diliman, the TGNC Guidelines, which were implemented during the pandemic, held particular relevance during online classes/meetings, where misgendering sometimes occurred. The TGNC Guidelines complemented the online anti-sexual harassment clause of the UP ASH Code. The effectiveness of GAD-related memoranda varied depending on the support from college deans and office heads.

3. Capacity Development, Collaboration, and Advocacy: the UPDGO played a key role in fostering gender-sensitive environments by transforming online spaces into safe spaces and enhancing the capacity of its major mechanism for gender mainstreaming, the GAD committees. Gender-specific advocacy and online campaigns during confinement helped raise awareness and distribute information.

The ability to address gender issues under conditions of lockdown and health emergency by UP Diliman may be attributed to the following:

1. GAD Budget and Institutional Support: The success of GAD work during the pandemic is largely due to the dedicated efforts of the UPDGO staff and GAD committee members, supported by top management. The UPDGO manages the GAD budget, accessible to committee members.
2. Policy-Setting and Capacity Building: Gender-responsive policies can be initiated by UPDGO and other strategic offices. The impact of capacity-building initiatives on technical tools like GMEF and HGDG is yet to be fully observed. Online

gender education has positive and negative effects, but the modality and a hybrid set up can be further examined.

3. Leadership Structure: The pandemic showed the feasibility and effectiveness of a leader emerging from within the UPDGO ranks. This internal leadership model not only provided continuity and a deep understanding of existing challenges but also facilitated a more responsive and adaptable approach to gender mainstreaming during the crisis.
4. Staff Morale and Hybrid Work Arrangement: The high efficiency of the UPDGO's programs is attributed to the dedication of its staff despite many being contractual. The pandemic highlighted the lack of care for university employees, causing low morale and anxiety. The UPDGO mitigates this by fostering a nurturing work environment, supporting professional development, and implementing hybrid work arrangements to address rising living costs.

To sustain progress in GAD work at UP Diliman, the following recommendations are put forward:

1. Institutionalize GAD Executive Briefings for each term change and ensure equitable support from all deans and unit heads.
2. Initiate gender-responsive policies by the UPDGO, colleges, and units.
3. Maintain a full-time leadership structure within the UPDGO, regularize contractual staff positions for continuity, and foster a supportive work environment.
4. Equip GAD committees with gender lens and

- gender analysis tools and provide organizational and funding support.
5. Maintain webinars and hybrid setups as alternatives to traditional gender education and work setups.
 6. Continue producing diverse materials, including research outputs, training modules, and creative content, to maintain program efficiency and outreach.

The resilience demonstrated by the UPDGO during the first two years of the pandemic highlights its strength in addressing future challenges and continuing its mission of promoting gender equality and women's empowerment within UP Diliman. Building on its rich experience in gender mainstreaming, the UPDGO sustained its work throughout the pandemic but still faces challenges. These issues include unpaid care work, which disproportionately affects women faculty and employees, and job losses in the university's informal sector, where specific work (such as transportation, sari-sari store, and agency-hired personnel) are dominated by particular genders. Some of these entail continuous collaboration with other offices tasked to handle such issues (for instance, the Office of the Vice Chancellor for Community Affairs and the Office of the Vice Chancellor for Administration for workload and staff support). Additionally, there has been a rise in online-based discrimination and gender-based violence. Before the transition to a physical setup in the third quarter of 2022, the UPDGO launched its GAD Agenda online, consulting with all active GAD committees. The challenge now lies in ensuring the effective implementation, monitoring, and mid-term assessment of the GAD Agenda so it can adapt to new developments and the specific contexts arising in the post-pandemic period.

While the UPDGO's efforts during the pandemic are documented and found effective, continuous

monitoring and feedback—through interviews, surveys, research, and reports—are needed to fully assess the impact of these initiatives on mitigating gender-based disparities in work, academic performance, mental health, and security.

List of Acronyms

AR	Accomplishment Report
ASH	Anti-Sexual Harassment
BPfA	Beijing Platform for Action
CAL	College of Arts and Letters
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
COA	Commission on Audit
CSW	Commission on the Status of Women
CSWCD	College of Social Work and Community Development
DGR	Diliman Gender Review
GAD	Gender and Development
GBV	Gender-based Violence
ECQ	Enhanced Community Quarantine
FPOC	Fiscal Policy and Operations Committee
GFPS	GAD Focal Point System
GMEF	Gender Mainstreaming Evaluation Framework
HGDG	Harmonized Gender and Development Guidelines
HRDO	Human Resources Development Office
IATF	Inter-Agency Task Force Against Emerging Infectious Diseases
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer
MCW	Magna Carta of Women
NCRFW	National Commission on the Role of Filipino Women
OVCA	Office of the Vice Chancellor for Administration
OVCAA	Office of the Vice Chancellor for Academic Affairs
OVCCA	Office of the Vice Chancellor for Community Affairs
OVCSA	Office of the Vice Chancellor for Student Affairs
PAPs	Programs, Activities, and Projects
PB	Plan and Budget
PCW	Philippine Commission on Women
PP	Presidential Proclamation

SOGIESC	Sexual Orientation, Gender Identity and Expression, and Sex Characteristics
TGNC	Transgender and Gender Nonconforming
UCWS	University Center for Women's Studies
UN	United Nations
UPCWGS	UP Center for Women's and Gender Studies
UPD	UP Diliman
UPDGO	UP Diliman Gender Office

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APPENDIX 1

Table 1: GMEF Summary of Entry Levels and Descriptors

Entry Level	Number of Descriptors	Number of Maximum Points
Policies	13	25
People	23	25
Enabling Mechanisms	27	25
Programs, Activities and Projects (PAPs)	30	25
Total	93	100

Source: Enhanced GMEF Handbook (2016)

Table 2: Ranges and their Corresponding Level of Gender Mainstreaming

Ranges of Scores	Level	Level Description
Level per Entry Point		
1-7.99 points	1	Foundation Formation
8-14.99 points	2	Installation of Strategic Mechanisms
15-19.99 points	3	GAD Application
20-23.99 points	4	Commitment Enhancement and Institutionalization
24-25 points	5	Replication and Innovation
Overall Level		
0-30.99 points	1	Foundation Formation
31-60.99 points	2	Installation of Strategic Mechanisms
61-80.99 points	3	GAD Application
81-95.99 points	4	Commitment Enhancement and Institutionalization
96 - 100 pints	5	Replication and Innovation

Source: Enhanced GMEF Handbook (2016)

APPENDIX 2: GMEF RESULTS

Table 3: GMEF Results on Policies

Level	General Descriptors	Scores	Total
1	Issuance of foundational policies		
	1.1 Has the organization issued policies articulating support to GAD Mandates and establishing the essential elements of GAD Planning and Budgeting?	1.67	
	1.2 Has the organization conducted a review of existing policies for consistency with emerging GAD issues and issuances accordingly?	0.83	
	1.3. Has the organization issued broad statements of intentions or aspirations reflecting its support for GAD related activities?	1.67	
			4.17
2	Issuance of policies to mainstream GAD in the organization		
	2.1 Has the organization issued policies reflecting its interest for gender mainstreaming?	1.67	
	2.2. Has the organization issued policies addressing the gender needs of the clients* (internal and external)?	0.83	
	2.3. Has the organization used gender fair language and images in its policy issuances?	0.83	
			3.33
3	Integration of GAD in the organization's policies		
	3.1 Has the organization adopted a GAD Agenda/Strategic Framework on GAD?	0	
	3.2 Has the organization integrated GAD perspective in its organizational and/or national/sectoral plan/s?	1.67	
	3.3 Has the organization formulated organizational/national/sector specific policies on GAD	0	
			1.67

4	Updating and continuous enhancement of GAD policies		
	4.1. Has the organization's GAD policy/ies resulted in bridging gender gaps of its clients (internal and external)?	0.83	
	4.2. Has the organization used the results of gender analysis in the development and/or enhancement of policies?	0.83	
	4.3. Has the organization integrated GAD perspective in its vision, mission and goals?	0.83	
		2.49	2.49
5	Model GAD policies		
	5.1. Has the organization's GAD policies been used as model/standard by other organizations?	0	
	Subtotal		11.66 (Level 2)

Table 4: GMEF Results on People

Level	General Descriptors	Scores	Total
1	On the Establishment of GFPS & GAD Champions/Advocates		
	1.1 Has the organization designated people in strategic positions as member of its GAD Focal Point System (GFPS)?	0.83	
	1.2. Has the organization's GAD Focal Point System (GFPS) members attended appropriate and relevant trainings on GAD?	0.83	
	1.3. Has the organization's top management attended Basic GAD Orientation or Gender Sensitivity Training (GST)?	0.83	
	1.4. Has the organization's staff members been oriented on GAD?	0.83	
	1.5. Are the organization's top management and GAD Focal Point System (GFPS) members aware and conscious of GAD-related policies and mandates?	0.83	

	1.6 Does the organization's top management allow staff members to participate in GAD-related activities?	0.83	
			4.98
2	GAD Initiatives & Capacity Development Activities		
	2.1. Does the top management direct the implementation of the GAD Plan and Budget (GAD PB) of the organization?	0.83	
	2.2. Are program implementers trained on gender analysis (GA) and the use of gender analysis (GA) tools?	0.41	
	2.3. Are concerned staff members trained in the importance of collecting sex-disaggregated data (SDD) and gender statistics?	0.41	
	2.4. Are male employees involved and appreciative of the organization's GAD PAPs?	0.41	
	2.5. Are clients (internal and external) aware of the GAD efforts of the organization?	0.83	
	2.6. Are the clients (internal and external) able to articulate their gender needs/issues in the development of the organization's GAD efforts?	0.83	
			3.72
3	GAD Sponsorship & Related Programs		
	3.1. Does the top management direct integration of GAD perspective in the organization's program/activities/projects (PAPs) and performance indicators?	0.83	
	3.2. Are the GFPS and program implementers able to integrate GAD perspective in the development of the organization's program/activities/projects (PAPs)?	0.41	
	3.3. Are concerned staff members able to utilize sex-disaggregated data (SDD) and/or gender statistics for gender analysis (GA) to enhance the organization's GAD PAPs?	0.83	

	3.4. Does the top management support the appointment of qualified women staff members to leadership positions?	0.83	
	3.5. Do women assume critical roles and authority in the organization?	0.83	
	3.6. Are the clients (internal and external), able to participate in the planning and implementation of the organization's GAD efforts?	0.83	
			4.56
4	GAD Champions as Program Implementers		
	4.1. Are the GAD Focal Point System (GFPS) members able to serve as GAD resource persons within the organization, including to its regional offices and attached agencies?	0.41	
	4.2. Does top management direct the monitoring of the organization's GAD efforts?	0.83	
	4.3. Are concerned staff members able to adjust GAD efforts to address emerging gender issues?	0.83	
	4.4. Do top management and concerned staff members reflect GAD functions in their performance contracts or terms of reference (TORs)?	0.41	
	4.5. Are concerned staff members able to develop tools and/or knowledge products (KPs) on GAD?	0.83	
	4.6. Are clients (internal and external) able to participate in 3 or more levels of the development planning cycle (planning, implementation and management, monitoring and evaluation) of the organization's GAD PAPs?	0.41	
			3.72
5	GAD Experts		
	5.1. Does top management raise GAD concerns during high level meetings/discussions?	1.67	

	5.2. Are the organization’s staff members recognized as GAD experts by other organizations?	1.67	
	5.3. Are external clients of the organization recognized as GAD champions by reputable local, national and international organizations?	1.67	
			5.01
	Subtotal		21.99 (Level 4)

Table 7: GMEF Results on Enabling Mechanisms

Level	General Descriptors	Scores	Total
1	Setting up of Essential GAD Mechanisms		
	1.1. Has the organization created/ reconstituted its GAD Focal Point System (GFPS) in accordance with Magna Carta of Women Implementing Rules and Regulations (MCW IRR) Sec. 37-C and other pertinent policies issued by oversight agencies?	1.67	
	1.2. Has exploratory activities been initiated with the Philippine Commission on Women (PCW) or other agencies/ LGUs, institutions and/or individuals to facilitate gender mainstreaming in the organization?	1.67	
	1.3. Has the organization collected information towards the establishment of sex-disaggregated database and enhancement of its M&E system?	0.83	
			4.17
2	Functional GAD Mechanisms		
	2.1. Does the organization have a functional GAD Focal Point System (GFPS) based on the provisions of guidelines issued by relevant oversight agencies? (e.g. PCW 2011-01 for NGAs, JMC 2013-01 for LGUs and CHED MO 2015-01 for SUCs)	1	

	2.2. Has the organization established other GAD mechanisms? <i>*Other GAD Mechanisms refer to those in addition to the GFPS and the GAD Database</i>	1	
	2.3. Has the organization utilized at least 5% of its budget* to implement GAD PAPs?	0.5	
	2.4. Has engagement with organizations such as PCW, LGUs and/or other agencies, and individuals been established towards the conduct of GAD-related activities for the organization?	1	
	2.5. Is the organization able to collect or generate sex-disaggregated data (SDD) and/or gender statistics*?	0.5	
			4.00
3	Integration of GAD in the Organization's Mechanisms		
	3.1. Does the organization's other GAD mechanisms coordinate, monitor and report progress of implementation of its functions?	0.5	
	3.2. Has the organization utilized 30% or more of its total budget* to implement GAD PAPs?	0	
	3.3. Has the organization judiciously utilized its GAD budget to implement GAD activities based on its GAD Plan (GAD PB)?	0.5	
	3.4. Has the organization partnered with agencies/LGUs, institutions and/or individuals towards the strategic implementation of its GAD PAPs?	0.5	
	3.5. Is the organization utilizing sex-disaggregated data (SDD) and/or gender statistics in the development planning cycle (planning, implementation and management and monitoring and evaluation)?	0.5	
			2.00
4	Advanced GAD Mechanisms		

	4.1. Has the organization's other GAD mechanisms been able to contribute towards the attainment of its desired impact/s?	0	
	4.2. Has the organization utilized 70% or more of its total budget* to implement GAD PAPs?	0	
	4.3 Is the organization's database with sex-disaggregated data (SDD) and/or gender statistics able to generate sector-specific knowledge products (KPs) on GAD?	1	
	4.4 Is the organization's M & E system able to track the desired gender-related impacts of its GAD PAPs on clients (internal and external)?	0.5	
	4.5. Does the organization have a Knowledge Management (KM) System with GAD-related knowledge products (KPs)?	1	
			2.50
5	Model GAD Structures and Systems		
	5.1. Has the organization's GAD Focal Point System (GFPS) been recognized or awarded as a model GAD mechanism by reputable local, national, and international organizations on gender mainstreaming?	0	
	5.2. Has the organization's other GAD mechanisms been recognized as models by other organizations?	0	
	5.3. Has the organization utilized 100% of its total budget* to implement GAD PAPs?	0	
	5.4. Has the organization established a centralized database with sex-disaggregated data (SDD) and/or gender statistics accessible to its regional offices and attached agencies, as well as external clients and partner organizations?	0	
	5.5 Is the Knowledge Management (KM) system of the organization integrated with GAD and replicated by other organizations?	0	
			0

	Subtotal		12.67 (Level 2)
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Table 8: GMEF Results on Projects, Activities and Programs (PAPs)

Level	General Descriptors	Scores	Total
1	Initial Activities to Facilitate GAD Mainstreaming		
	1.1. Is the organization observing international / local / national GAD-related events?	0.83	
	1.2 Has the organization conducted Basic GAD Orientation or Gender Sensitivity Training (GST) for its clients (internal and external)?	0.83	
	1.3 Has the organization conducted consultation activities with clients (internal and external) to identify gender issues and corresponding strategies?	0.83	
	1.4 Has the organization consulted PCW and relevant organizations / individuals on its GAD mainstreaming?	0.83	
	1.5 Has the organization reviewed and revised existing Information / Education / Communication (IEC) materials and knowledge products (KPs) to ensure use of gender-fair language and images?	0.83	
	1.6 Has the organization set-up a GAD corner?	0.83	
			4.98
2	Establishing Commitment towards Gender Mainstreaming		
	2.1 Has the organization formulated GAD agenda or strategic framework on GAD?	0.31	
	2.2 Has the organization developed its GAD Plan and Budget (GAD PB) based on its GAD agenda, emerging gender issues, international / national GAD mandates or results of gender analysis?	0.62	

	2.3 Has the organization conducted deepening sessions on GAD based on the results of the Training Needs Assessment (TNA) or updated GAD policies and tools as part of the continuing capacity development of GAD Focal Point System (GFPS) and concerned staff members?	0.62	
	2.4 Has the organization used gender analysis (GA) tools and techniques in the review, enhancement or development of PAPs?	0.62	
	2.5 Does the organization have facilities and services that address the gender issues and concerns of its clients (internal and external)?	0.62	
	2.6 Has the organization developed orientation modules for new employees with gender sensitivity as a core competency?	0.62	
	2.7 Has the organization developed and disseminated new Information / Education / Communication (IEC) materials on GAD to clients (internal and external)?	0.62	
	2.8 Has the organization created a GAD section in its website?	0.62	
			4.65
3	GAD Application		
	3.1 Has the organization monitored the implementation of its GAD Program / Activities / Projects (PAPs)?	0.71	
	3.2 Has the organization prepared and timely submitted its GAD Plan and Budget (GAD PB) and GAD Accomplishment Report (GAD AR)?	0.71	
	3.3 Has the organization conducted and sustained GAD capacity development for its clients (internal and external)?	0.71	
	3.4 Has the organization conducted GAD capacity development sessions for internal GAD experts?	0.71	

	3.5 Has the organization regularly applied Gender Analysis (GA) tools in the development planning cycle (planning, implementation and management, and monitoring and evaluation) ?	0.71	
	3.6 Has the organization regularly updated its GAD section in the website?	0.71	
	3.7 Has the organization set-up Knowledge Management (KM) system as a mechanism to transfer knowledge on GAD?	0.71	
			4.97
4	GAD Commitment and Institutionalization		
	4.1 Has the organization sustained implementation and monitoring of international, national, and local GAD mandates in its programs?	1	
	4.2 Has the organization conducted organizational / sector specific capacity development sessions on GAD for clients (internal and external)?	1	
	4.3 Does the organization regularly apply gender analysis (GA) tools to assess gender-responsiveness of programs / activities / projects including Official Development Assistance (ODA) funded projects?	1	
	4.4 Has the organization developed a sustainability action plan for its GAD PAPs?	0	
	4.5 Has the organization conducted impact evaluation of its GAD PAPs?	0	
			3.0
5	Model PAPs		
	5.1 Has the organization been recognized as a GAD learning hub for its notable GAD PAPs?	0	
	5.2 Has the organization's partnership with stakeholders resulted in a convergence model that is recognized and replicated by other organizations?	0	

	5.3 Has the organization's knowledge products (KPs) and Information, Education, Communication (IEC) materials on GAD used by other organizations?	1.25	
	5.4 Has the organization's existing award / incentive system been integrated with GAD perspective?	1.25	
			2.5
	Subtotal		20.1 (Level 4)