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Integration of Sustainable Development Goal Number Five (SDG 5) in the Practices of the University of the Philippines Libraries

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Abstract

Statement of the Problem/ Objectives. This study aims to address gaps in the inconsistent implementation of gender equality efforts in the University of the Philippines (UP) libraries, upholding the University's commitment to advancing Sustainable Development Goal 5 (SDG 5). Consequently, this study emphasizes the need to strengthen the integration of gender equality efforts within UP libraries, as essential arms of the institution.

Methods. A descriptive research design was employed in this study using a validated survey questionnaire distributed to library staff across the UP System. Statistical analyses were conducted using one-way ANOVA and t-tests.

Results. Findings revealed that UP Libraries are substantially achieving SDG 5 targets: 5.1 (ending discrimination); 5.5 ("ensure women's participation and leadership in decision making"); and 5.c ("adopt and strengthen policies and legislation") in terms of People, Policy, and Programs, Activities, and Projects (PAPs), though it is not consistent at times. However, the enabling mechanisms do not achieve any SDG 5 targets, suggesting areas for improvement.

Conclusion: UP libraries have made significant progress in advancing gender equality, and a targeted action plan can further strengthen policy implementation, staff capacity, and the effective use of the GAD budget in support of SDG 5.

Originality. This study is original, as it was a pioneering exploration of how gender is integrated into library policies, services, and practices, using the four main entry points of gender mainstreaming to strengthen the library's contribution to SDG 5 in a sustained and impactful way.

Keywords. Gender Equality; Sustainable Development Goal 5 (SDG 5); Gender Mainstreaming

Introduction

In recent years, the United Nations' 2030 Agenda for Sustainable Development has provided a comprehensive framework that calls upon institutions worldwide to contribute to its 17 Sustainable Development Goals (SDGs), including SDG 5: Gender Equality, a foundational principle for building inclusive, just, and resilient societies (United Nations Development Programme, n.d.). Higher education institutions are uniquely positioned to champion this goal through policy, pedagogy, and support systems. Academic libraries, recognized as 'inclusive, open, and third places for social change and collaboration' (Yap and Kamilova, 2020), now actively shape discourse, support lifelong learning, and create equitable access to knowledge.

This study explores how the University of the Philippines (UP) Libraries integrate SDG 5 into their practices and institutional culture, reinforcing their role in advancing gender equality within the academic community. The University of the Philippines actively advances SDG 5 alongside other SDGs (University of the Philippines, 2023). Libraries play a unique role in providing equal access to information, directly supporting teaching and research, and fostering inclusive environments. The International Federation of Library Associations and Institutions (2019) underscores that libraries must develop strategic plans, collaborate effectively, and promote inclusivity, while Unterhalter (2019) highlights that advancing gender equality through education is central to human rights and sustainable development.

Despite the Philippines' active participation in the SDGs, no country has fully achieved gender equality. The Philippines ranked 16th out of 146 countries in 2023 (World Economic Forum, 2023) but dropped to 25th in 2024 (World Economic Forum, 2024), underscoring the need for intensified efforts. While UP has established Gender and Development (GAD) guidelines aligned with the Magna Carta of Women, implementation across libraries remains inconsistent due to varying GAD budget attributions and resource constraints.

This study addresses gaps in gender equality efforts in UP libraries, identifies opportunities to optimize the mandated 5% GAD budget, and emphasizes the need to strengthen integration of gender equality initiatives to uphold the university's commitment to SDG 5.

Statement of the Problem

This study aims to identify and highlight the contributions of UP Libraries toward achieving gender equality, in alignment with the United Nations Sustainable Development Goals. Research questions include: 1. What is the demographic profile of the respondents in terms of UP campus, age, sex, years of service, educational qualifications, designation, familiarity with SDGs, SDG 5, and what is the perception

of staff in integrating SDG 5 into UP library practices.; 2. What is the level of integration of SDG number 5 in the practices of librarians in terms of policy, people, PAPs (Programs, Activities, and Projects), and enabling mechanism.; Lastly, 3. Is there a significant difference in the level of integration of SDG number 5 in the practices of librarians when grouped according to profile variables?

It aims to highlights opportunities to enhance compliance and optimize the mandated 5% GAD budget to advance institutional gender equality goals, upholding the university's commitment to advancing SDG 5. It will develop an action plan that will further strengthen the gender mainstreaming efforts and address the gaps in the inconsistent implementation of gender equality efforts and the varying attribution to the GAD budget.

Review of Literature

Libraries and SDG 5 (Gender Equality)

Despite the global recognition of libraries as key players in advancing Sustainable Development Goal (SDG) 5 on gender equality, research on this topic remains limited, especially in the Philippines, where no study has yet examined how academic libraries contribute to this goal. Globally, libraries have been shown to promote gender equality through various strategies, such as adopting SDGs and enhancing librarians' knowledge (Palumbarit, 2024; Irinco, 2023). These strategies are essential to move beyond awareness. They can be implemented through a structured action plan that deepens library staff's understanding of the SDGs, a focus of this study. Another strategy includes serving as "third places for social change and collaboration" (Yap & Kamilova, 2020); improving access to resources (Christopher, 2017; Atuase, 2018; Banji, 2017), supporting gender related training (Jain & Jinril, 2018), providing inclusive spaces (Kim, 2023; Forsyth, 2005), engaging with communities (Bangani, 2022), and using gender-fair language (Gamboa et al., 2022; Andaya, 2024). The International Federation of Library Associations (IFLA, 2020) further highlights libraries' role in combating gender-based violence, though regional disparities persist (Mbambo-Thata et al., 2019). While libraries are implementing strategies to promote SDG 5, the specific contributions of University of the Philippines libraries toward achieving gender equality remain undocumented, representing a gap that this study also seeks to address.

Local Mandates Related to Gender and Development (GAD)

In the Philippines, gender equality is supported by local mandates, including Executive Order 273 (1995), the Republic Act 9710, or "Magna Carta for Women," and the 1987 Constitution, along with Republic Act No. 11313 (2019). The University of the Philippines Gender and Development Office (UPDGO, n.d.) has distributed a pamphlet

about the Safe Spaces Act in the Filipino language to easily understand the said law. At the University of the Philippines (UP), the Board of Regents (2015) has issued gender guidelines. However, no clear framework exists to ensure consistent gender mainstreaming in UP libraries. While some efforts are being practiced, implementation remains inconsistent and fragmented, leaving significant gaps in policy, service, and practice.

Policy

Having official and well-defined gender policy statements (PCW, 2016; ALA, n.d.) that are transformative (Shepherd, 2023) and responsive to all genders is substantial to guarantee that everyone feels welcome and valued. More people need libraries other than male and female (Marquez, 2014). A clear gender policy in library operations is important because it will serve as a guide to systemwide institutionalized decisions (Merriam-Webster, 2024; Unterhalter, 2019) and prevent disjointed efforts between departments, which can make some patrons feel less important or ignored (Gaffet & Espy, 2016). This research examined gender mainstreaming integration in UP Libraries, similar to Amri et al. (2024), who explored how policymakers integrated gender considerations into their work. At the time of the study, there were no written policies in UP libraries to guide staff in implementing gender equality.

People

The people who assume tasks in gender mainstreaming, or what we call the Gender and Development Focal Point System (GFPS), should be led by individuals with management positions and proper training (PCW, 2016; UP gender guidelines, 2017). Iyambo (2020) highlighted that assigning GFPS roles to junior staff may lead to challenges such as financial constraints and a lack of gender-related knowledge and skills. Some UP library staff are currently part of the GFPS; however, increased training is necessary to better equip them for their GFPS roles and to implement gender mainstreaming effectively within libraries.

Program, Activities, and Projects (PAPs)

Meanwhile, PAPs (Programs, Activities, and Projects) are key strategies that involve implementation (PCW, 2016; GABOTAF, 2023). PAPs were crucial in creating a gender-responsive environment (Valdez, 2023) and should go beyond awareness-raising to include structured and action-driven GAD initiatives (Cabillo-Jimenez, 2021; Sumadsad & Tuazon, 2016). While UP libraries are observing some GAD-related events and some are doing their best to create GAD corners in their libraries, there are still gaps and inconsistencies in sustaining these efforts. To achieve a holistic approach to inclusivity, library PAPs must actively engage both staff and users in meaningful ways.

Enabling Mechanism

Finally, regarding enabling mechanisms, PCW (2016) highlights the importance of resource allocation, while Peltz et al. (2012) and UN Women (2012) emphasize that management and leadership carry significant responsibilities in advancing gender mainstreaming. Notably, UP libraries have yet to establish robust enabling mechanisms to sustain gender equality efforts within library operations. Budget constraints also remain a major issue that needs to be addressed. These studies collectively underscore the need for strong institutional support to ensure effective and sustained implementation.

Unlike previous studies that focus on isolated gender equality activities, this research explores how gender is integrated into UP library policies, services, and practices using the four main entry points of gender mainstreaming. By identifying gaps and opportunities, it aims to strengthen UP Libraries' contribution to SDG 5 and inspire other institutions to engage with global gender equality goals in a sustained and impactful way.

Theoretical Framework

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015. Gender equality is known as the fifth United Nations Sustainable Development Goal (UN SDG 5) and has confirmed its primary importance and necessity among nations. SDG 5 focuses on achieving absolute and sustained gender equality across all aspects of women and girls' lives (UNDP, n.d.).

SDG 5 is aimed to (5.1) "achieve gender equality and empower all women and girls"; (5.2) "eliminate violence against women and girls"; (5.3) "eliminate harmful practices such as child marriage"; (5.4) "recognize and value unpaid care and domestic work"; (5.5) "ensure women's participation and leadership in decision-making"; and (5.6) "ensure universal access to sexual and reproductive health." The given goals could be achieved through (5.a) "undertaking reforms to give women equal rights to economic resources, including land"; (5.b) "enhancing the use of information and communication technology"; and lastly (5.c) adopting and strengthening policies and legislation" (Philippine Commission on Women, n.d.).

The University of the Philippines issued "Guidelines on promoting women's empowerment and gender equality," or "U.P. gender guidelines," in 2015. It shall be applied to all constituent universities, offices, and units of U.P. By upholding the principles of human rights and gender equality, the university commits to providing an intellectual, healthy, gender-friendly environment and adopting gender mainstreaming,

which is (1) gender-responsive, (2) gender-sensitive, and (3) culture-sensitive to the dynamics of interaction among all members of the academic community.

The enhanced Gender Mainstreaming Evaluation Framework (Philippine Commission on Women, 2016) was produced by the Philippine Commission on Women (PCW) to guide users in understanding the processes and context of gender mainstreaming within organizations. The GMEF will assist the library in assessing its Gender and Development (GAD) mainstreaming efforts and identifying strengths and areas for improvement. The tool was designed for an entire agency; hence, it was modified for the University of the Philippines library to address the gap in this study. According to the Philippine Commission on Women (2001), the GAD paradigm is translated from theory to practice through gender mainstreaming (GM). GM is a strategy or process for making people's concerns and experiences integral to the design, implementation, monitoring, and evaluation of policies and programs across all aspects where inequality persists. It has *only four* main entry points: 1) policy, 2) people, 3) programs, activities, and projects, and 4) enabling mechanisms. GAD ensures that both women and men benefit equally. Therefore, it is integrated into all levels of the development planning cycle.

There are five stages of gender mainstreaming: level 1 is foundation formation, level 2 is the installation of strategic mechanisms, level 3 is the application of GAD, level 4 is commitment enhancement and institutionalization, and level 5 is replication and innovation. Understanding the level of gender mainstreaming required a thorough investigation and review. Therefore, in this study, the focus was not strictly on the stages of gender mainstreaming in UP libraries but instead on assessing the degree of integration at each entry point.

This study was directed by the modified Gender Mainstreaming Evaluation Framework (GMEF) and the U.P. Gender Guidelines. Combining these frameworks presented an opportunity to bridge existing gaps. The frameworks scrutinized the contributions of the University of the Philippines libraries to SDG 5, as outlined in the Statement of the Problem. These frameworks played a pivotal role in crafting the problem statement, aiding in clear organization and explanation of complex ideas to ensure the main point of the study was effectively communicated.

Conceptual Framework

Figure 1 below shows the study's paradigm. It serves as a preview that provides an overview of the research.

The "input" box contains the problem statements that the researcher seeks to answer through the study. Specifically, three (3) fundamental questions are addressed during data gathering. Under the "process" or methodology, the study includes expert validation of the research instrument, followed by pilot testing to assess its reliability for data collection. The survey questionnaire is then administered by the researcher, either

via Google Forms or in printed form. Subsequently, the results are forwarded to a statistician for statistical treatment, followed by data analysis and the writing of conclusions.

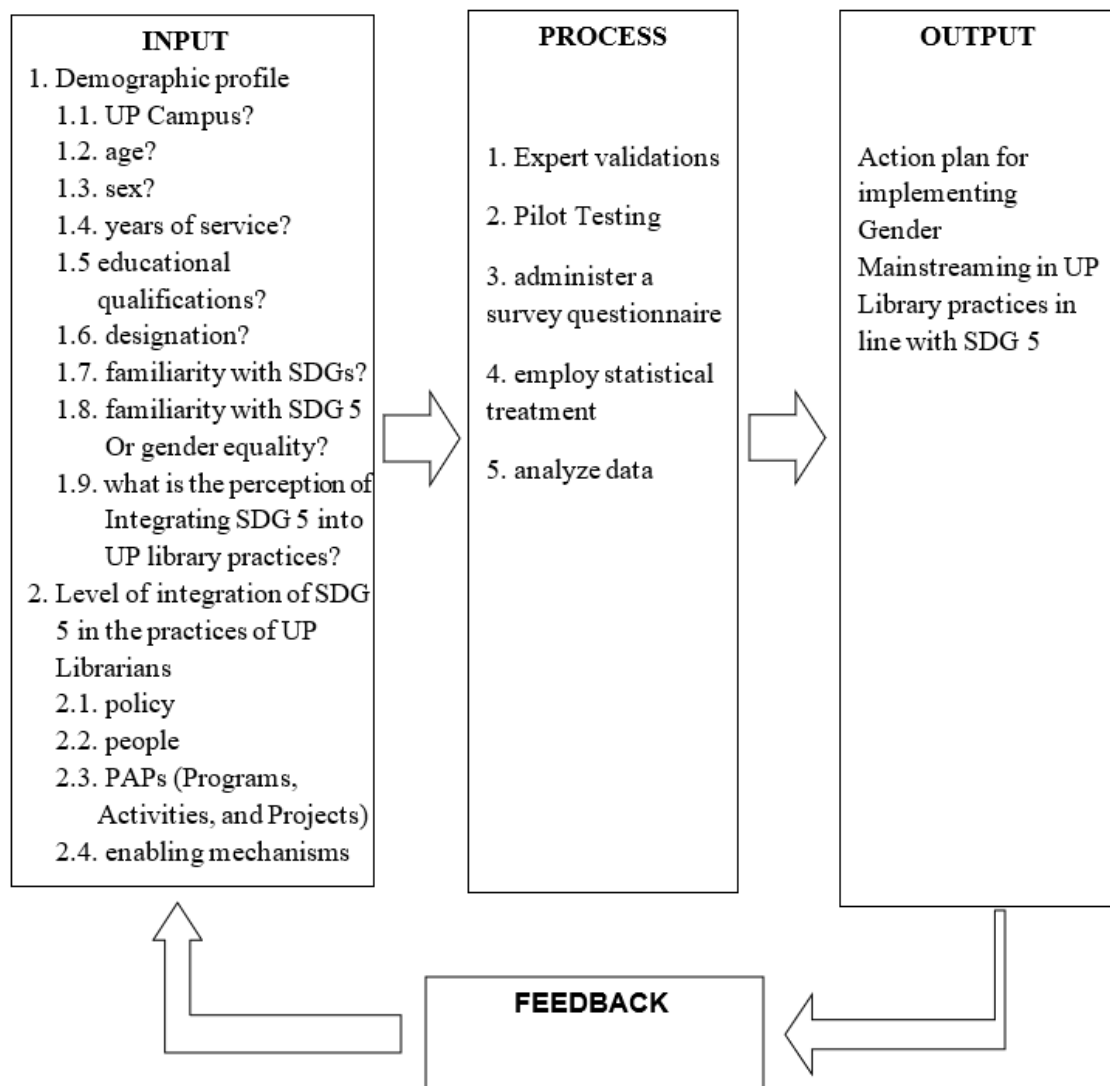


Figure 1. Paradigm of the study (Author's own work)

Finally, the “output” of the study refers to the intended outcome. Specifically, the study aims to develop an action plan for gender mainstreaming in UP library practices, aligned with United Nations Sustainable Development Goal 5 (SDG 5), and to identify specific programs and activities to enhance the integration of SDG 5 into UP libraries.

Scope and Limitations of the Study

This study covered all library personnel employed at the University of the Philippines System, including the librarians and non-librarians (administrative staff, and other REPS (research, extension, and professional staff) such as University Extension

Associates (UEA) and University Research Associates (URA)), as non-librarians are also actively involved in delivering library services and participating in library activities. The data were collected over a period of five months, beginning on September 14, 2024.

This study was limited to the applicable indicators from the Gender Mainstreaming Evaluation Framework aligned with UP libraries practices. The entire framework was not adapted since not all indicators are applied to UP library practices. Likewise, the study did not strictly focus on the overall level of gender mainstreaming in UP libraries but instead assessed the degree of integration at each entry point. Moreover, this study was limited only to the libraries of the University of the Philippines System.

Methodology

The researcher employed a descriptive research method to gather fundamental data (Dulock, 1993; Hassan, 2024). It was conducted in various libraries across the University of the Philippines (UP) System, which comprises eight (8) constituent universities and one (1) autonomous campus distributed across the Philippines. Due to the limited number of library staff at the UP Open University (UPOU), and upon the recommendation of the statistician to minimize potential bias and ensure more reliable statistical comparisons, the data from UPOU were merged with those of UP Los Baños (UPLB), given their shared geographic location in Los Baños, Laguna. Data from 156 library staff, including librarians, administrative staff, and other REPS (Research, Extension, and Professional Staff) such as University Extension Associates (UEA) and University Research Associates (URA), were collected. The total population was obtained from the university librarian of each campus. A stratified simple random sampling was utilized, using a 5% margin of error and Cochran's formula for finite populations, to determine the appropriate sample size. The main instrument is a six-page questionnaire adopted from the enhanced Gender Mainstreaming Evaluation Framework (GMEF) produced by the Philippine Commission on Women (PCW), formerly known as the National Commission on the Role of Filipino Women (NCRFW, 2001), with modifications to align with library-specific indicators. It assessed SDG 5 integration levels in policy, people, PAPs, and enabling mechanisms, and was validated by three experts in gender equality. Ethical clearance was secured, and a pilot test was conducted with UP library staff. A statistician performed a reliability assessment using Cronbach's Alpha, and t("Sample Size in Statistics," 2024) and the results showed that all Library's Gender Mainstreaming Framework (LIBGMEF) entry points obtained values under the "excellent" interpretation, indicating that the instrument was highly reliable.

Results

Study found that the demographic profile of the library personnel reveals that 50% of the respondents are from UP Diliman, while only 2.6% are from UP Cebu due to differences in library staff size and student population. In terms of age, respondents aged 31 to 40 make up 38.5%, whereas those aged 61 to 65 represent only 1.9%. Regarding sex, over 68.6% are female personnel, 28.8% are male personnel, and 2.6% prefer not to disclose their sex. For years of service, 51.3% have served for less than 10 years, while only 0.6% have served for more than 41 years. In terms of educational attainment, 55.1% of staff hold a bachelor's degree, while 2.6% hold a doctorate. Moreover, librarians comprise 78.2% of the respondents, whereas University Extension Associates (UEA) and University Research Associates (URA) make up 2.6%. As for familiarity with the Sustainable Development Goals (SDGs), 67.3% reported being somewhat familiar, while 7.1% were not familiar. Similarly, 58.3% indicated that they are somewhat familiar with SDG 5, also known as Gender Equality, and 6.4% reported no familiarity. Lastly, 63.5% of the respondents view the integration of SDG 5 into library practices as very important, while 0.6% consider it not important at all.

In terms of the level of integration of SDG 5 in the practices of librarians, particularly in the four entry-level areas of gender mainstreaming, library personnel have generally rated all areas under the *policy* as mostly integrated. The highest-rated aspects include equal opportunities in hiring and promotion (3.20), raising awareness about gender equality in library programs and services (2.97), and procedures for addressing pronouns (2.97). On the contrary, the lowest-rated areas include integrating gender analysis results into library development and improvement (2.63), adopting a GAD Agenda or Strategic Framework (2.72), and incorporating GAD mandates and key elements into library planning and budgeting (2.76).

In terms of *people*, library personnel have rated all areas as mostly integrated. The highest-rated aspects include management's support for appointing qualified women to leadership roles (3.38), the presence of women in critical decision-making positions (3.41), and the integration of Gender and Development (GAD) into staff orientation (2.96). Meanwhile, the lowest-rated areas include the integration of Gender Analysis (GA) tools in staff training (2.60), the recognition of library staff as GAD experts by other organizations (2.72), and the library users' ability to articulate gender-related concerns in GAD programs (2.74).

Regarding *PAPs*, the level of integration varies across different areas. However, the overall mean of 2.53 indicates that integrating SDG 5 into PAPs of UP libraries is at a mostly integrated level. Notably, the highest-rated activity is the library's observance of international, national, or local GAD-related events, with a mean score of 2.84. Some of the events observed include Pride Month, Women's Month, UP Pride, One

Billion Rising, IDAHOBIT (International Day Against Homophobia, Biphobia, Intersexism, and Transphobia), Hijab Challenge, and IDEVAW (International Day for the Elimination of Violence Against Women). Meanwhile, the lowest-rated PAPs include the creation of a GAD corner in the library (2.40) and on its website (2.27), as well as the development of a sustainability action plan for GAD PAPs (2.44).

Lastly, regarding the *enabling mechanisms* of UP libraries, the overall mean of 2.48 indicates that these mechanisms are only partially integrated. GAD mechanisms in library operations have the highest mean (2.60), indicating that they are “mostly integrated.” Meanwhile, two areas are only partially integrated, such as the implementation of GAD PAPs into the library’s budget allocation (2.44) and the recognition of the library’s other GAD mechanisms as models by other organizations, which is the lowest mean (2.40).

With regard to the significant differences in the level of integration of SDG 5 in the practices of UP libraries when grouped according to profile variables, the following findings were observed: Significant differences were found based on UP Campus (p-value = 0.001), years of service (p-value = 0.001), educational qualifications (p-value = 0.004), familiarity with the SDGs (p-value = 0.001), familiarity with SDG 5 (p-value = 0.001), and perceived importance of SDG 5 integration (p-value = 0.001). Meanwhile, no significant differences were found in age (p-value = 0.463), sex (p-value = 0.181), and the designation of the library personnel (p-value = 0.444).

Discussion

The demographic data show that University of the Philippines (UP) libraries vary in size across regions, aligning with Mbambo-Thata et al.’s (2019) observation of challenges arising from such differences. Despite this, all campuses operate under a shared University framework, demonstrating a common commitment to gender equality. The age diversity of personnel brings varied perspectives that can help integrate Sustainable Development Goal 5 into more inclusive practices, fostering services where all feel welcome and valued (Shepherd, 2023).

The greater presence of female library personnel signals a positive trend toward more women in management, supporting Christopher’s (2017) finding of progress toward gender equality. Furthermore, the dominant number of personnel with less than ten years of service highlights the need for comprehensive Gender and Development (GAD) orientation and training, in line with PCW (2016) and UP Gender Guidelines (2017), to establish well-prepared staff. A clear and consistent policy is also needed to prevent disjointed efforts (Gaffet & Espy, 2016; Unterhalter, 2019).

Most staff hold bachelor’s and master’s degrees, indicating a strong academic foundation for understanding gender equality measures (Atuase, 2018). Librarians

constitute the majority (78.2%) of respondents, reflecting their central role in advancing SDG 5 (Palumbarit, 2024; Irinco, 2023). However, gaps persist when personnel lack sufficient training, underscoring the importance of targeted capacity-building through the GAD Focal Point System (GFPS) (Iyambo, 2020). Familiarity with the SDGs, including SDG 5, is moderate, suggesting growing but uneven awareness and highlighting the need for more training to bridge knowledge gaps (Palumbarit, 2024; Irinco, 2023; Gaffet & Espy, 2016). The strong recognition among staff of the importance of integrating SDG 5 reflects alignment with local mandates and IFLA's (2019) call for library professionals to support these objectives.

The level of SDG 5 integration has made substantial, though uneven, progress. Policies, people, and PAPs are "mostly integrated," while enabling mechanisms are only "partially integrated." The highest-rated policies demonstrate inclusive practices in staffing and services. In the people aspects, there is positive management support for women's leadership, supporting Christopher's (2017) observation and SDG 5 Target 5.5, though gaps remain in training and engagement. Programs, Activities, and Projects (PAPs) partially advance equality through awareness initiatives that support Targets 5.1 ("ending discrimination"), 5.5 ("women in leadership and participation"), and 5.c ("gender-responsive policies") (Kim, 2023; Pun et al., 2017). However, budget allocation and institutional recognition among enabling mechanisms remain insufficient.

Significant differences in integration were observed across campuses, years of service, educational qualifications, and familiarity with the SDGs. Campuses like UP Diliman, Los Baños, and Manila showed stronger implementation, while others lagged, particularly in GAD budgeting and gender analysis. More experienced, highly educated personnel demonstrated greater integration, underscoring the importance of training and expertise. Conversely, age, sex, and designation had no significant effect, highlighting that institutional framework, rather than individual demographics, drive meaningful progress (Gaffet & Espy, 2016; Cabillo-Jimenez, 2021).

Conclusion

Factors such as campus location, years of service, educational qualifications, familiarity with the SDGs and SDG 5, and staff perceptions regarding the integration of SDG 5 into library practices have a significant effect on how they integrate SDG 5 across the practices of UP libraries. Campuses such as UP Diliman, UP Los Baños, UP Manila, and, to some extent, UP Visayas and UP Baguio demonstrate stronger performance in gender mainstreaming. Best practices, such as clear gender-responsive policies, continuous staff training, dedicated budgets, and well-structured programs, are more deeply embedded in campuses with stronger enabling environments. More experienced and academically advanced librarians tend to integrate SDG 5 more effectively, while greater familiarity with the SDGs is associated

with better implementation of the SDGs. These findings indicate that the successful integration is less dependent on individual demographics and more on structural support and professional preparedness. Meanwhile, factors such as age, sex, and designation of all library personnel have no significant impact on how they practice gender equality. These factors are not significant because personal demographics are overridden by the presence or absence of formalized systems. Individual differences are neutralized when robust frameworks are in place. Thus, regardless of individual differences among staff, written policies, training, programs, and mechanisms play a more crucial role in fostering inclusive libraries. It aligns with SDG 5, targets 5.1 (advancing gender equality for women and girls) and 5.5 (“ensure women’s participation and leadership in decision-making”), which emphasize systemic rather than individual action.

Recommendation

Recommendations include implement a university-wide GAD capacity-building program tailored to diverse personnel profiles, focusing on SDG 5. Institutionalize a comprehensive GAD Planning, Budgeting, and Monitoring Framework, with phased support for campuses of varying readiness. Launch system-wide GAD training and mentoring programs, promoting the sharing of best practices and orientation on SDGs. Finally, adopt the proposed Action Plan (Table 1) for implementing Gender Mainstreaming in UP Library Practices to address identified gaps and strengthen gender-responsive strategies.

Table 1. Action Plan for Implementing Gender Mainstreaming in UP Library Practices in Line with SDG 5 (Author’s own work)

Objectives: To strengthen gender mainstreaming across UP System libraries by integrating gender-responsive policies, capacity building, inclusive programs, and enabling mechanisms, aligned with Sustainable Development Goal 5 (SDG 5).					
Overview: The action plan is designed annually to stay responsive to changes, such as the entry of new staff and the introduction of new mandates, ensuring that gender mainstreaming remains consistent and up to date.					
Objectives	Activities	Performance Indicator and SDG 5 Target	Lead/ Responsible	Budget	Timeline
POLICY					
To strengthen the integration of GAD policies in library practices	Review and update gender-responsive policies across various areas, including but not limited to:	<ul style="list-style-type: none"> > Memorandum Issued > Written Policy was available > Number of gender-sensitive 	<ul style="list-style-type: none"> Head Librarians. All Library Staff 	₱xx,xxx	Q1 – Q2

Objectives: To strengthen gender mainstreaming across UP System libraries by integrating gender-responsive policies, capacity building, inclusive programs, and enabling mechanisms, aligned with Sustainable Development Goal 5 (SDG 5).

<p>and make it more inclusive, gender sensitive, and gender responsive.</p>	<p>>Library communications, including:</p> <ul style="list-style-type: none"> ● Emails ● Posters and signages ● Forms ● Correspondence <p>>Collection development policy</p> <p>>Library programs and services</p> <p>>Evaluate policy impact by conducting feedback surveys</p>	<p>policies revised/adopted</p> <p>Target 5.c (“adopt and strengthen policies and legislation”)</p> <p>>stakeholders feedback and policy report</p>	<p>GAD Focal point System (GFPS)</p>		
<p>PEOPLE</p>					

Objectives: To strengthen gender mainstreaming across UP System libraries by integrating gender-responsive policies, capacity building, inclusive programs, and enabling mechanisms, aligned with Sustainable Development Goal 5 (SDG 5).

<p>To increase level of awareness of library personnel and other stakeholders with SDGs and to GAD concepts, gender issues, and legal mandates</p>	<p>Conduct Training Needs Assessment</p> <p>Regularly conduct the following:</p> <ul style="list-style-type: none"> ● GAD orientation ● Gender Sensitivity Training ● Gender Based Violence ● Explain Laws related to GAD ● Encourage staff to attend also to related trainings from other organizations ● Conduct a forum for stakeholders where they can freely discuss their gender needs to be included in GAD PAPs 	<p>Training modules designed based on survey results</p> <p>Target 5.1 (“achieve gender quality and empower all women and girls”)</p> <p>Target 5.2 (“Eliminate violence against women and girls”)</p>	<p>Head Librarians.</p> <p>All Library Staff</p> <p>GAD Focal point System (GFPS)</p> <p>UP Gender Office</p>	<p>₱xx,xxx</p>	<p>Q1 – Q4</p>
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Programs, Activities and Projects (PAPs)

<p>To exhibit inclusivity through gender related program and events</p>	<p>Develop and implement gender-responsive programs (exhibits, talks)</p>	<p>Observe Gender-related events such as: Women’s Month, UP Pride, One Billion Rising, IDAHOBIT (International</p>	<p>Head Librarians.</p> <p>All Library Staff</p>	<p>₱xx,xxx</p>	<p>At least 1 program per semester per unit</p>
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Objectives: To strengthen gender mainstreaming across UP System libraries by integrating gender-responsive policies, capacity building, inclusive programs, and enabling mechanisms, aligned with Sustainable Development Goal 5 (SDG 5).

	<p>Develop new gender-responsive programs</p> <p>Set up GAD Corner in physical library or in the library's website</p> <p>Plan a deepening session for the library staff</p> <p>Assess the library facilities and services if it addresses gender concerns and issues of the clients</p> <p>Gender-themed talks or small exhibits</p>	<p>Day Against Homophobia, Biphobia, Intersexism, and Transphobia), and IDEVAW (International Day for the Elimination of Violence Against Women</p> <p>Target 5.1 (ending discrimination)</p> <p>Target 5.5 (“ensure women’s participation and leadership in decision-making”)</p>	GAD Focal point System (GFPS)		
Enabling Mechanisms					
To integrate GAD PAPs into	Establish GAD focal points, and simple	Accomplishment of GAD related events.	Head Librarians.	₱xx,xxx	Q1 – Q4

Objectives: To strengthen gender mainstreaming across UP System libraries by integrating gender-responsive policies, capacity building, inclusive programs, and enabling mechanisms, aligned with Sustainable Development Goal 5 (SDG 5).

library's budget allocation	feedback system	Recognition of GAD mechanism as model by other organization	All Library Staff		
Take note of the best practices of the library's gender mainstreaming		Target 5.b ("enhance the use of information and communication technology")			

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