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Integrating and Mainstreaming Gender, Conflict, and Culture-Sensitive Local Youth Development into the Comprehensive Development Plan

Process Guide

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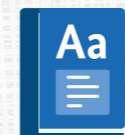
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Acronyms and Abbreviations

ABYIP	Annual Barangay Youth Investment Program
AIP	Annual Investment Plan
ASEAN	Association of Southeast Asian Nations
CBYDP	Comprehensive Barangay Youth Development Plan
CDP	Comprehensive Development Plan
CLUP	Comprehensive Land Use Planning
CSPP	Conflict Sensitivity and Peace Promotion
DBM	Department of Budget and Management
DILG	Department of the Interior and Local Government
GAD	Gender and Development
IP	Indigenous Peoples
IRA	Internal Revenue Allotment
JMC	Joint Memorandum Circular
LCE	Local Chief Executive
LDIP	Local Development Investment Plan
LGBT	Lesbian, Gays, Bisexual, and Transgender
LGOO	Local Government Operations Officer
LGU	Local Government Unit
LPDO	Local Planning and Development Office
LYDC	Local Youth Development Council
LYDO	Local Youth Development Officer or Office



Acronyms and Abbreviations

LYDP	Local Youth Development Plan
M&E	Monitoring & Evaluation
MC	Memorandum Circular
MPDO	Municipal Planning and Development Office
NEDA	National Economic and Development Authority
NYC	National Youth Commission
OPAPP	Office of the Presidential Adviser to the Peace Process
OPAPRU	Office of the Presidential Adviser on Peace, Reconciliation and Unity
PCW	Philippine Commission on Women
PDPFP	Provincial Development and Physical Framework Plan
PPA	Programs, Projects, and Activities
PYDP	Philippine Youth Development Plan
RA	Republic Act
SK	Sangguniang Kabataan
YVCA	Youth-Focused Vulnerability and Capacity Assessment

Foreword

I would like to thank and congratulate the people and organizations behind the success of the formulation of this process guide for the youth most especially the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH – Youth for a Culture of Peace and Non-Violence in Mindanao (YOUCAP), the partner agencies - Office of the Presidential Adviser on the Peace, Reconciliation and Unity (OPAPRU), and National Youth Commission (NYC), and the Sangguniang Kabataan (SK) officials and youth leaders in pilot local government units (LGUs) of Mindanao.

This document serves as another tool that supplements the existing tools in planning as well as guides the end users in enhancing LGU's developmental plans with integration and/or mainstreaming of gender, conflict, and culture-sensitive local youth development concerns and actions. This document will maximize the holistic approach to local planning by including different vulnerable sectors of the society particularly the youth sector as mandated under the Philippine Constitution and the Republic Act 7160 (Local Government Code of 1991).

On behalf of DILG Caraga, I encourage all local government units to utilize this process guide in crafting their respective comprehensive development plans (CDPs) and other local plans with the end in mind – the inclusion of the welfare of the youth in all aspects of governance most especially in conflict resolution, peace and security preservation, culture promotion, local development, and nation-building. And make the most of this document for the betterment of future generations

LILIBETH A. FAMACION, CESO III
Mindanao Cluster Coordinator
Regional Director, DILG XIII (Caraga)
Head Secretariat, RPOC XIII (Caraga)





Preface

The project “Youth for a Culture of Peace and Non-Violence in Mindanao”, together with partners from the Department of the Interior and Local Government (DILG) Regional offices in Caraga and Northern Mindanao, the National Youth Commission, (NYC) and selected LGUs, developed two process guides for youth-led development planning.

YOUCAP is a project of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) in cooperation with the government of the Republic of the Philippines represented by the Office of the Presidential Advisor on Peace, Reconciliation and Unity (OPAPRU).

The process guide “Conflict, Gender, and Culture-Sensitive Local Youth Development Planning” serves the Local Youth Development Councils (LYDC) and Sangguniang Kabataan (SK) as the main users to conduct gender, conflict, and culturally sensitive youth development planning, with a specific focus on youth groups in situations of vulnerability.

The process guide “Integrating and Mainstreaming Gender, Conflict, and Culture-Sensitive Local Youth Development into the Comprehensive Development Plan” serves as a detailed description for the integration of a Local Youth Development Plan (LYDP) into a Comprehensive Development Plan (CDP). This will assist the primary users, the City/Municipal Planning Officers (C/MPDO), in identifying specific entry points for an LYDP in the CDP planning cycle. Furthermore, this process guide will support the LYDC and SK in locating their plans within the CDP.

In the planning process, the active involvement of representatives from different youth sectors, especially youth in vulnerable situations such as out-of-school youth or youth from Indigenous Peoples (IP) communities, leads to more meaningful participation in peacebuilding and governance. Furthermore, it will increase young people’s ownership of the plans throughout their implementation.

Local Government Units (LGUs) will benefit from these two process guides as tools to strengthen youth initiatives and contribute to the meaningful



engagement of young people. The process guides help set up an integrative planning process, leading to mutual understanding among the LGUs, SKs, and LYDCs.

The process guides were developed with active support in the form of critical reflections and sharing of information and experiences by the NYC Mindanao, led by Commissioner Danielle Alexa Dayanghirang, as well as the DILG in Regions 10 and 13 led by the Regional Directors Arnel M. Agabe, CESO III, and Lilibeth Famacion, CESO III.

Furthermore, the two process guides are a product of the collective thinking of the C/MPDO’s of Iligan City, Local Government Units (LGUs) of Carmen, Gigaquit, and Talisayan with the guidance of the DILG 10 and 13 and the NYC with one joint goal: ensuring meaningful political participation and inclusive youth development.

I would like to sincerely thank the local chief executive, Hon. Mayor Celso Regencia, Hon. Mayor Jovitte Calo, Hon. Mayor Chandru Bonite, and Hon. Mayor Rommel Maslog for allowing the respective planning officers, Sangguniang Kabataan (SK), and the Local Youth Development Officers (LYDOs) to be part of this endeavor. This exercise strengthened the confidence of the youth to communicate their aspirations and concerns to the respective LGUs and be actively engaged in local planning processes.

The YOUCAP project team, who supported the process, is glad to see that the process guides will be part of NYC’s knowledge resource and is convinced that it will enhance development planning processes towards meaningful political participation of the youth.

Gunhild Schwitalla-Ruf

Mindanao Cluster Coordinator

Principal Advisor Project Strengthening

Youth for a Culture of Peace and Non-Violence in Mindanao (YOUCAP),

GIZ Philippines

Introduction and How to Use This Guide

This process guide is a simple and practical reference for integrating and/or mainstreaming gender, conflict, and culture-sensitive local youth development concerns and actions into Local Government Units' (LGUs) Comprehensive Development Plans (CDPs). Its primary audience is the Local Planning and Development Officer(s) or Office, also known as the City or Municipal Planning and Development Officer(s) or Office, as the LGU's overall planning coordinator. It is also useful to other key actors in formulating or updating the CDP including the Local Development Council (LDC), and the CDP technical and sectoral committees, especially members who are advocating for youth development and participation.

The CDP development process is already well-documented and explained through the Department and the Interior and Local Government's Enhanced Guide to Comprehensive

Development Plan Preparation (2009) and its accompanying CDP Illustrative Guide (2017) as well as various Memorandum Circulars. As such, this document focuses on clarifying the integration and mainstreaming process, expanding on the four (4)-point mainstreaming framework shown in the Illustrative Guide (page xiii). This process guide summarizes the main CDP planning stages as outlined in official guidance documents, and identifies gender, conflict and culture-sensitive youth development planning integration or mainstreaming entry points.

Another process guide has been developed with more in-depth instructions on formulating, updating, or enhancing gender, conflict, and culture-sensitive Local Youth Development Plans (LYDPs) at the city or municipal level. Within this document is a technical reference section with a selection of

policies, frameworks, guidelines and guidebooks from various government agencies and bodies concerned with the full CDP planning cycle, youth development and participation, and gender and conflict-sensitive local development planning. Planners and stakeholders who wish to have a deeper technical understanding of these topics are encouraged to refer to the source documents listed. Links are also provided for quick access to

the reference materials.

Readers who wish to have a quick head start may view the Overview of the CDP Process with Gender, Conflict and Culture-Sensitive Local Youth Development Planning Integration and Mainstreaming Entry Points on page 40 to 41.





Policy Basis and Considerations



Youth participation in local development planning is guaranteed by law through Republic Act (RA) 8044 or the Youth in Nation-Building Act, and RA 10742 or the Act Establishing Reforms in the Sangguniang Kabataan Creating Enabling Mechanisms for Meaningful Youth Participation in Nation-Building. The Philippines has a state policy of promoting the youth's holistic well-being and development, and commits to “establishing adequate, effective, responsive, and enabling mechanisms and support systems that shall empower the youth and ensure their meaningful participation in local governance and in nation-building.”

All Local Government Units (LGUs) – through the SK Pederasyon, the Local Youth Development Council (LYDC) and the Local Youth Development Office (LYDO) – are tasked with developing LYDPs. The LYDP is a three 3-year medium-term strategic plan that articulates the needs, aspirations, and priorities of the youth in the Local Government Unit (LGU). LYDPs must align with national and sub national youth development plans and other types of LGU development plans. The LYDP has its barangay level counterpart, the Comprehensive Barangay Youth Development Plan,

which is implemented through the Annual Barangay Youth Investment Program.

The National Youth Commission, the policymaking coordinating body for youth-related institutions, programs, projects, and activities (PPAs), facilitated the development of the Philippine Youth Development Plan 2017-2022 (PYDP) to unify youth initiatives from all government institutions and levels. The PYDP presents nine (9) Centers of Youth Participation that reflect the youth's most significant localized and aggregate needs and where their participation is most needed. Among these centers are a) social inclusion and equity, which includes issues of gender inequality across the LGBTQIA+ spectrum, and b) peacebuilding and security, which encompasses issues of human security, peace building, and conflict prevention and management. Citizen participation in decision making over matters concerning their civic affairs is also a right under RA 7160 or the Local Government Code. The Code itemizes extensive participatory structures and mechanisms, including those specific to the Comprehensive Development Planning structure (here planning



structure refers to the organizational set up for planning and its functions) and processes, to ensure that local governance reflects the interests and unique sectoral concerns of its people, especially the most vulnerable.

The Department of Budget and Management (DBM) Local Budget Memorandum 82 now requires mayors, otherwise known as Local Chief Executives (LCEs), to submit LYDPs along with their LGU's Local Expenditure Program to the local Sanggunian for budget authorization. This further reinforces the idea that the LYDP is crucial to the advancement of LGUs. LYDP integration or mainstreaming into the CDP, as the overarching LGU developmental plan, is not only desirable but necessary.

It is important to recognize that LGUs

are facing very challenging tasks of trying to solve a vast set of problems and address sometimes conflicting interests with limited resources. Constraints usually include financial and human resources, technical expertise, and time. There are 33 mandated local sectoral plans and other input plans that an LGU must reconcile and attempt to build into its CDP. The challenge of adopting an LYDP, as a whole or in part while drawing mainly from the same pocket of development funds set at 20 per cent of the LGU's Internal Revenue Allotment (IRA) that most other programs are budgeted from, can be overwhelming. While Executive Order 138 (Full Devolution of Certain Functions of The Executive Branch to Local Governments, Creation of A Committee on Devolution, and for Other Purposes) based on the

judiciary's updated interpretation of LGUs' just share in national taxes raises the budget envelope, it also devolves a lot more responsibility to LGUs. The transition period is expected to be laborious, and it starts with creating or updating plans.

A specific human resource constraint that many LGUs experience is that of key positions such as that of the Local Planning Development Officer (LPDO) or other planning posts with critical functions not always being filled. Many LGU officers are designated with multiple roles and responsibilities. Planning is not a purely technical exercise either. Decision-making authorities, due to a variety of reasons and with good intention, sometimes make or need to make choices that may not necessarily align with recommendations arising from planning processes. There is also the perpetual issue of continuity

of development plans with every new administration, coming along with gaps between plans and implementation. Indeed, local government planning is very nuanced, and these are aspects of planning that must be recognized.

This process guide hopes to provide value by helping to make the merging of gender, conflict and culture-sensitive youth concerns into the CDP and the CDP's sectoral PPAs easier for planning stakeholders. Some of it also addresses a few key issues related to resource availability and political viability that can limit the adoption of proposals. Since mainstreaming is an approach as opposed to a stringent set of steps, most of the ideas presented here can be applied to various thematic areas of concern for LGUs.





Key Concepts and Principles



A. The Comprehensive Development Plan

The Comprehensive Development Plan is one of the two mandated overarching LGU plans along with the Comprehensive Land Use Plan (CLUP). Where the CLUP is a plan for the management and development of the LGU’s physical territory, the CDP is the LGU’s medium-term developmental plan spanning a period of six (6) years although in practice the period can be three (3) years. ‘Comprehensive’ refers to the plan’s multi-sectoral coverage as CDPs cover five (5) developmental areas – social, economic, environmental, infrastructure and institutional (DILG Rationalizing the Local Planning System, 2008, page 27).

The LDC has responsibility over the development, implementation, and monitoring and evaluation of the CDP. The city or municipal mayor, as head of the LDC, usually designates the LPDO to coordinate and manage this major planning effort. The Sangguniang or Legislative Council approves the CDP. As with all other Philippine LGU plans, alignment with higher level LGU and national plans are required. The CDP must also consider the Philippine Development Plan and the Provincial Development and Physical Framework Plan of the

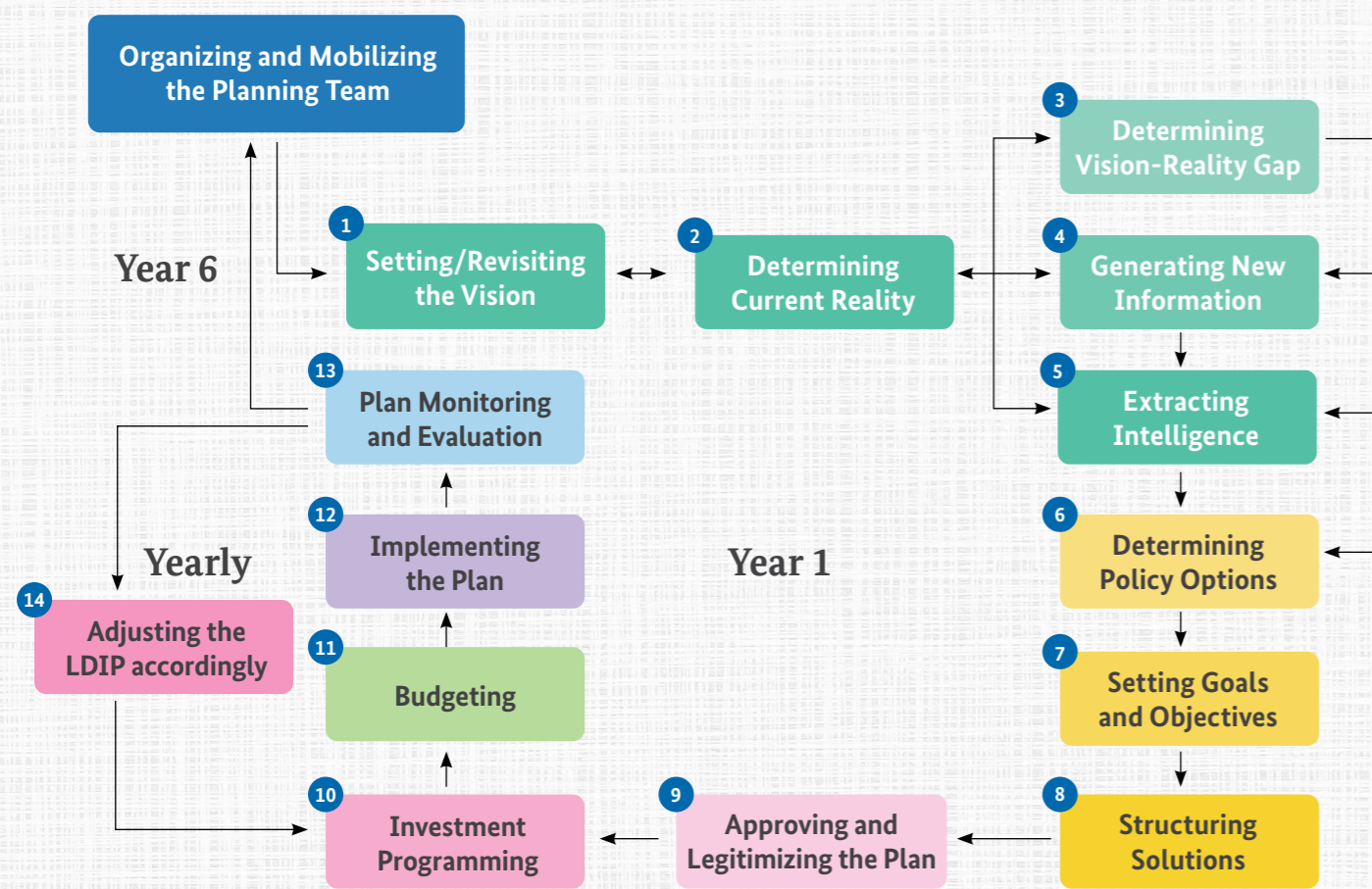
area where the LGU is situated.

As a broad development plan, the CDP is translated into implementation instruments and authority levers associated with the three 3-year term-based Executive and Legislative Agenda or priorities of elected officials. These are the Local Development Investment Program – which comes with Legislative Requirements, Capacity Development Program, and Monitoring and Evaluation Strategies – and the Annual Investment Plan (AIP). The AIP, on which the Annual Budget is based, is the yearly expression of the LDIP and thus of the CDP. Both the AIP and LDIP are updated or adjusted annually, but still based on the CDP.



Below is an overview of the Comprehensive Development Planning Cycle as presented on page 29 to 30 of the CDP Illustrative Guide:

Figure 1. The Enhanced Comprehensive Development Planning Cycle



Gender, conflict, and culture-sensitive local youth development concerns and actions must be included in the CDP as the umbrella of all LGU development programs and funding plans, else they cannot be implemented due to absence of budget allocation. It is also best to keep in mind that all public expenditures are subject to auditing

and performance reviews and the bases of these check and balance activities are performances against approved and authorized plans. PPA proposals that are not in the CDP and its component plans cannot be implemented or they will result in adverse audit findings.

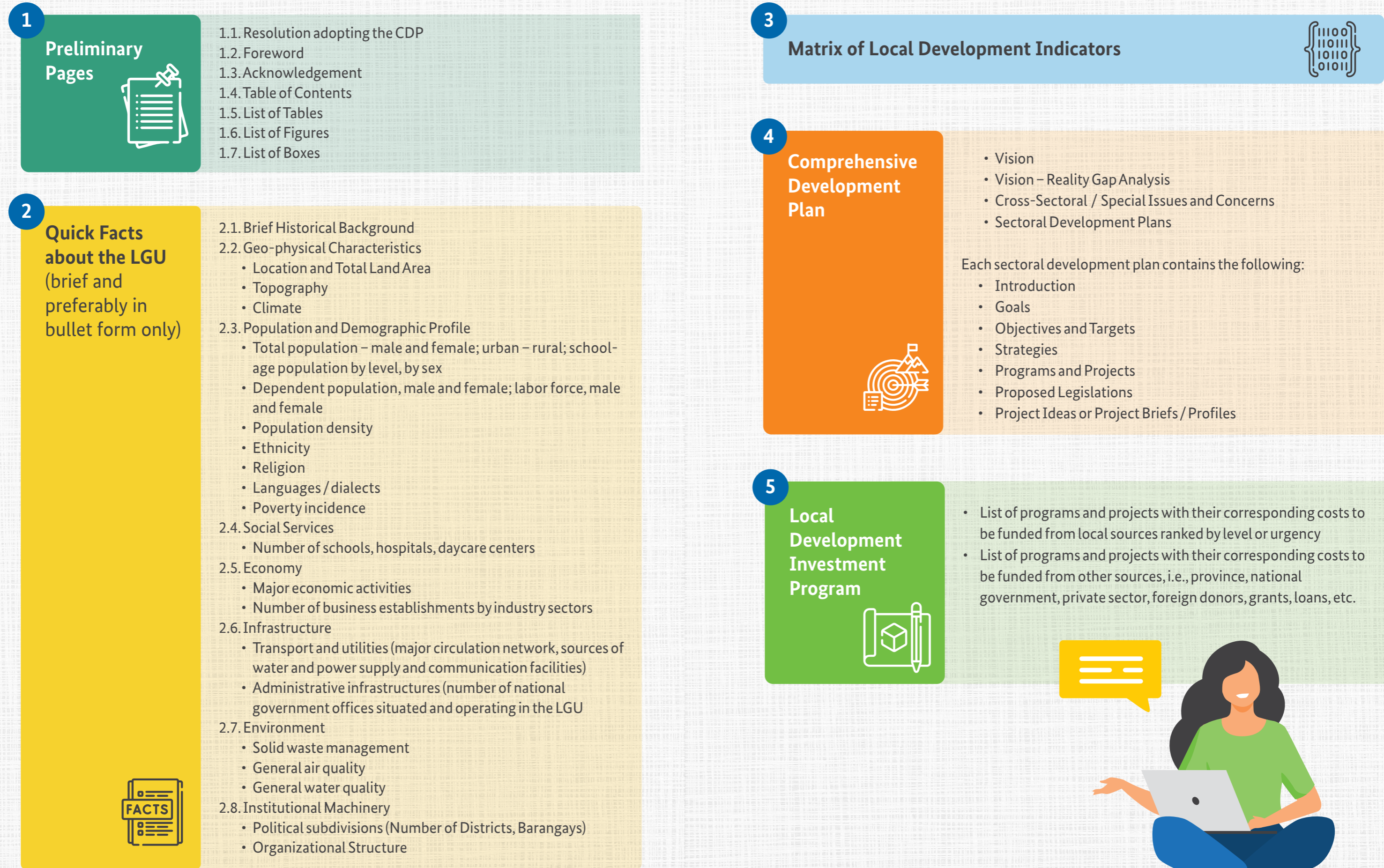
There are two (2) broad approaches to including youth concerns into the CDP, through a) integration of a full Local Youth Development Plan or its component Programs, Projects, and Activities (PPAs), or b) mainstreaming of gender, conflict, and culture-sensitive youth considerations across the stages of the CDP planning process. Integration simply refers to the LYDP being fully or partially absorbed into the CDP. Mainstreaming means considering youth concerns and formulating corresponding actions across all phases of the planning cycle from situational analysis to the development of PPAs and final implementing instruments. Of course, the two can be combined depending on resource availability as well as political viability within an LGU. Some LGUs depending on constraints may only realistically be able to adopt one approach. The more straightforward approach is to integrate an LYDP into the CDP.

An LGU can also mainstream youth concerns into the CDP without an LYDP, but this is not ideal and having an LYDP to start with will make the mainstreaming process easier and more effective. Having a well-formulated LYDP that has undergone extensive consultation and development processes will better support the development of a needs-responsive CDP.

It helps to understand how the CDP is structured to think about integration and mainstreaming, and how to jumpstart the planning process as a whole – what planning resources are needed and who are key stakeholders to be involved. Below are the elements that the DILG Enhanced Guide to CDP formulation suggests (see pages 14 to 15 of the CDP Guidebook). LGUs are free to add or consolidate sections as they see fit.



Table 1. Outline of the Comprehensive Development Plan





B. Youth

The youth are defined as persons whose ages range from 15 to 30 years by the **RA 8044** or the **Youth in Nation-Building Act**. In addition, the law, as further elaborated by the **RA10742 Implementing Rules and Regulations**, offers age bracket disaggregation for more targeted programming, reflecting a belief that youth of various developmental stages require age-appropriate support:

Ages 15 to 17: child youth.

Ages 18 to 24: core youth; and

Ages 25 to 30: adult youth.

RA 11188 or the **Act Providing for the Special Protection of Children in Situations of Armed Conflict and Providing Penalties for Violations**

Thereof also defines some of these age ranges as children. Under this law, a child is:

1. A person below 18 years of age, or
2. A person 18 years of age or older but who is unable to fully take care of oneself; or protect oneself from abuse, neglect, cruelty, exploitation, or discrimination, and unable to act with discernment because of physical or mental disability or condition.

This can be viewed to add more protection for vulnerable youth, especially those in armed conflict situations. Budgetary attribution of 1 percent of LGU IRA for child protection is a requirement for AIPs. The intersection of work between the LYDC and the Local Council for the Protection of Children would ideally result to full spectrum programming across the early and developmental years of young citizens.

The PYDP specifies nine (9) Centers of Youth Participation that represent key concerns and areas of work for youth development, with the following groups and themes under each of the categories (see PYDP page 10):

Table 2. PYDP 2017-2022 Centers of Youth Participation

Centers	Coverage
 Health	Healthy living (exercise, nutrition, medical and dental attention); sexual, reproductive, and psychosocial health; risk-taking
 Education	Universal participation; internal efficiency; quality and performance
 Economic Empowerment	Labor force participation; vulnerable employment; entrepreneurial activities; employment enrichment
 Social Inclusion and Equity	Youth with specific needs; youth with disability; indigenous youth; violence against women; gendered job discrimination; LGBTQ+; male enrolment and enrolment attrition
 Peacebuilding and Security	Peace and order; the peace process; youth in conflict with the law; drug dependent youth
 Governance	Sangguniang Kabataan; local and national elections; government and the bureaucracy
 Active Citizenship	Accreditation, awareness, and assistance; culture and the arts; volunteerism
 Environment	Environmental activities and practices
 Global Mobility	Cross-border exchanges and activities; youth trafficking

These centers suggest focus areas for integrating or mainstreaming LYDP concerns and components into the CDP. A matrix showing possible matching of CDP Sectors to PYDP Centers of Youth Participation is shown on pages 54 to 55. The PYDP also indicates strategies, objectives, and metrics for each of the youth participation centers that CDP committees may refer to during deliberation activities.



C. Gender Equality and Development

The Philippines “affirms the role of women in nation building and ensures the substantive equality of women and men, through RA 9710 or the Magna Carta of Women. This concerns all age groups and includes young women and men, boys, and girls.

The Philippine Commission on Women defines gender equality as equality in the following aspects:

1. Rights: social, economic, and legal (e.g., right to own land, manage property, conduct business, travel)
2. Resources: command over productive resources including

education, land, information, and financial resources

3. Voice: power to influence resource allocation and investment decisions in the home, in the community, and at the national level

In development planning, gender mainstreaming is the analysis, formulation, implementation, monitoring, and evaluation of policies, programs, and projects, with the objective of promoting gender equality. It necessitates gender analysis, which is the examination of a) the differences in socially constructed roles and socially learned behaviors

and expectations associated with females and males; b) how these differences can lead to inequality in rights, access to resources, and voice; and (c) how, in turn, such inequality affects the quality of life of women and men,” (Mainstreaming Gender in Development Planning: Framework and Guidelines, 2002). Gender Mainstreaming or Gender and Development (GAD) is a strategy for ensuring that the government pursues gender equality in all aspects of the development process to achieve the vision of a gender-responsive society where women and men equally contribute to and benefit from development.

Philippine Commission on Women- Department of the Interior and Local Government- Department of Budget and Management- National Economic and Development Authority (PCW-DILG-DBM-NEDA) Joint Memorandum Circular (JMC) 2013-01 or the Guidelines on the Localization of the Magna Carta of Women clarifies that, “local officials and employees shall be responsible for promoting and ensuring that gender and development is

mainstreamed in local policymaking, planning, programming, budgeting, implementation, monitoring and evaluation.”

The priority given to GAD in government agencies is such that PCW Memorandum Circular 2011-01 or Guidelines for the Creation, Establishment and Strengthening of the GAD Focal Point System, a set of persons in governance tasked with implementing gender mainstreaming in their respective agencies has been implemented extensively. The GFPS is a mechanism “to ensure, advocate, guide, coordinate and monitor the development, implementation, review and updating of their GAD plans and GAD-related programs, projects and activities”. Each government office is required to have a GAD Plan and Budget, earmarking 5% of their total budget allocation to gender mainstreaming through yearly development and implementation of PPAs that address gender concerns in their organizations, sectors, and constituencies, and undergo GAD performance auditing.



D. Peacebuilding and Conflict Sensitivity

The need to “reframe and refocus government policy for achieving inclusive and sustainable peace by recognizing that insurgencies, internal disturbances and tensions, and other armed conflicts and threats are not only military and security concerns, but are symptomatic of broader social, economic and historical problems such as poverty, historical injustice, social inequality, and lack of inclusivity,” is acknowledged through Executive Order No. 70 or the order Institutionalizing The Whole-Of-Nation Approach in Attaining Inclusive And Sustainable Peace. The order adds that a

whole-of-nation approach to addressing root causes of conflict can be achieved “by prioritizing and harmonizing the delivery of basic services and social development packages by the government, facilitating societal inclusivity, and ensuring active participation of all sectors of the society in the pursuit of the country’s peace agenda.”

Department of the Interior and Local Government - Office of the Presidential Adviser to the Peace Process (now Office of the Presidential Adviser on Peace, Reconciliation and Unity (OPAPRU) Joint Memorandum Circular (DILG-

OPAPP-JMC) 2020-01 guidance on mainstreaming Conflict Sensitivity and Peace Promotion (CSPP) and sectoral concerns in the CDP of LGUs in conflict-affected and conflicted-vulnerable areas (annex A of the JMC, Definition of Terms) summarizes the definitions of key concepts that the government use when approaching local development planning:



Peace is defined not as the absence of conflict but the absence of violence in all forms, and the unfolding of conflict in a constructive manner (Galtung, 1996).



Conflict Sensitivity and Peace Promotion (CSPP) means a) understanding the context of conflict, b) understanding how interventions interact with the conflict context, and c) acting upon said understanding to minimize negative impacts while maximizing positive impacts of interventions.

The peace promotion aspect of the approach focuses on “building, improving, or strengthening the institutional capacity of concerned national and local agencies and units to address systemic or structural problems. CSPP also looks at the interests, capabilities, and credibility of stakeholders to ensure that the interventions will not aggravate existing conflicts or add new problems. It is guided by the principles of universal human rights and social justice, with deliberate bias in upholding the needs, welfare, and rights of vulnerable sectors (Guidebook on Conflict-Sensitive and Peace-Promoting Local Development Planning, 2009).”



Peacebuilding refers to “measures designed to consolidate peaceful relations and strengthen viable political, socio-economic, and cultural institutions capable of handling conflict, and to strengthen other mechanisms that will either create or support the necessary conditions for sustained peace.” These are all important concepts to keep in mind during LYDP preparation exercises (Reflecting on Peace Practice Basics: A Manual, 2016).





Corollary to conflict sensitivity is understanding and appreciation of local culture, which is “the sum total of human behaviors, norms, beliefs, tendencies, and expressions that are coincident with the geographic territory (National Commission for Culture and the Arts’ Philippines Cultural Policy Profile, 2020, page 8).”

Cultural sensitivity refers to awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or other group that is not one’s own, accompanied by a willingness to adapt one’s behavior accordingly (APA Dictionary of Psychology). In relation to the LYDP and planning process, it is awareness of the

specific needs and vulnerabilities of indigenous peoples, Muslim communities, and other groups (like LGBTQ+) who assert rights to their identity. In the LYDP process, cultural sensitivity also means considering the identity, voice and specific needs of indigenous peoples and other groups in the locality.

Culture sensitivity is of such importance that regard for culture is enshrined in the foundational law of the republic, the Philippine Constitution. The constitution states that the Philippines “shall recognize, respect, and protect the rights of indigenous cultural communities to preserve and develop their cultures, traditions, and institutions. It shall consider these rights in the formulation of national plans and

policies.” RA 10066 or the National Cultural Heritage Act, with the objective to “protect, preserve, conserve and promote the nation’s cultural heritage, its property and histories, and the ethnicity of local communities,” reaffirms the value ascribed to the centrality of culture and sensitivity to culture in pursuing the wellbeing of all Philippine citizens.

RA 7356 or the Law Creating the National Commission for Culture and the Arts directs the formulation of national cultural policies and programs that are, “a) pluralistic, fostering deep respect for the cultural identity of each locality, region or ethno-linguistic locality, as well as elements assimilated from other

cultures through the natural process of acculturation; b) democratic, encouraging and supporting the participation of the vast masses of our people in its programs and projects; c) non-partisan, open to all people and institution, regardless of creed, affiliation, ideology, ethnic origin, age, gender or class, with no organized group or sector having monopoly of its services and d) liberative, having concern for the decolonization and emancipation of the Filipino psyche in order to ensure the full flowering of Filipino culture.” At the local level, this is reflected in the mandate for LGUs to develop Annual Culture and the Arts Plans.



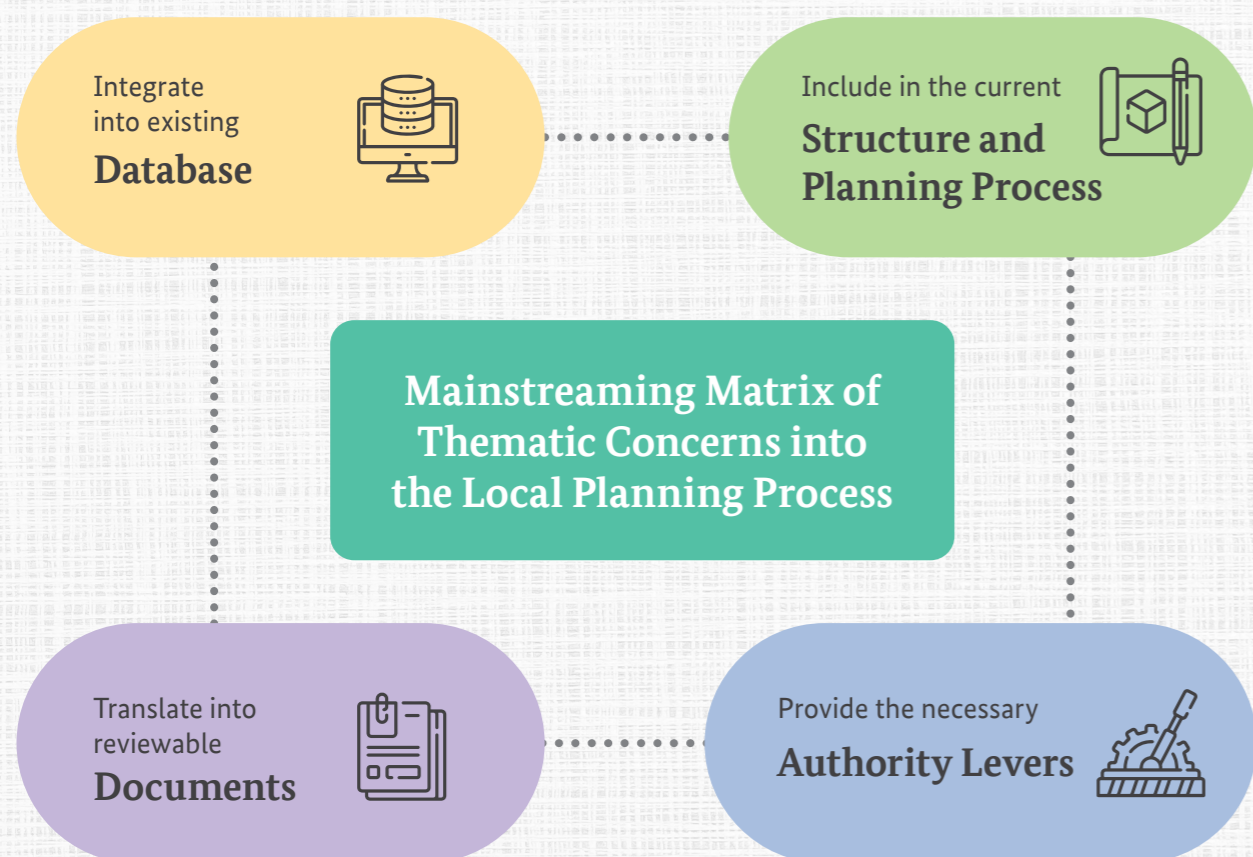
E. Mainstreaming Thematic Concerns into the Local Planning Process

The CDP Illustrative Guide (page xiii) includes a diagram showing the four (4) components of mainstreaming thematic concerns into the local planning process with the following note:

RA 10121 and RA 9729 are a few of the laws and policies that require the mainstreaming of specific thematic concerns in the CDP. There is a need to

provide guidelines for mainstreaming these and other thematic concerns in the CDP. The Department of the Interior and Local Government – Bureau of Local Government Development (DILG-BLGD) identified entry points and came up with the mainstreaming framework as shown in Figure I. This framework needs to be operationalized.

Figure 2. Framework for Mainstreaming of Thematic Concerns into the Local Planning Process Matrix



The core section of this guide on pages 38 to 63 builds on this framework. It is worthwhile to add that previously mentioned circulars offer insights into how gender and conflict sensitivity can be mainstreamed:

For Conflict Sensitivity and Peace Promotion

DILG OPAPP JMC 2020-01 Guidance on Mainstreaming Conflict Sensitivity and Peace Promotion (CSPP) and Sectoral Concerns for LGUs in conflict-affected and conflicted-vulnerable areas four (4) mainstreaming points (see pages 3 to 4 of the JMC):

Table 3. Entry Points for CSPP Mainstreaming

- ✓ Ensuring inclusive multi-sectoral representation in planning structures and applying participatory methods and systems-oriented, analytical planning tools.
- ✓ Integrating thematic and sectoral concerns in the existing planning database.
- ✓ Coming up with sectoral and cross-sectoral plans anchored on context-based situational analysis that will ensure responsiveness to the needs of specific sectors.
- ✓ Determining and linking PPAs in all the implementing instruments and authority levers such as the Local Development Investment Program, Annual Investment Program, Capacity Development Program, Legislative Requirements, and Monitoring and Evaluation Framework and Strategy to ensure their implementation.



For Gender Equality and Development

The DILG Training Manual on Gender Mainstreaming at the Local Level (see page 3 of the manual), referencing the PCW Mainstreaming Gender in Development Planning Framework and Guidelines, describes four (4) key areas for mainstreaming gender and development in local development planning, explained below with youth-focused examples:

Table 4. Entry Points for GAD Mainstreaming

Policies		Creation or enhancement of gender-responsive policies or statements of support on gender and development that may be in the form of ordinances and specific guidelines.
People		Identification, development, or support for the work of stakeholders who figure in identifying, resourcing, promoting, and implementing gender equality and development actions. They may be sponsors, change agents, advocates, or youth from vulnerable groups.
Enabling Mechanisms		These include gender-responsive local structures, participation and decision-making systems, roles and functions, gender-responsive databases, networking efforts, and resources for youth initiatives.
PPAs		This refers to programs, projects and activities being rooted on sound analysis and responsive to the various needs and interests of the youth in the community. It also encompasses measures to understand impacts and ensure sustainability of results.

The PCW Handbook on the Application of the Enhanced Gender Mainstreaming Evaluation Framework offers matrices consisting of 93 specific entry points for each of the four (4) areas (see pages 17 to 25 of the handbook). The planning team may refer to the descriptors provided in the handbook.

Planners may observe that although expressed differently, the CSPP and GAD mainstreaming points allude to the same planning elements and can be infused with a youth-oriented lens. The next section puts all the processes, frameworks, and concepts discussed together and overlaid into the CDP planning cycle.

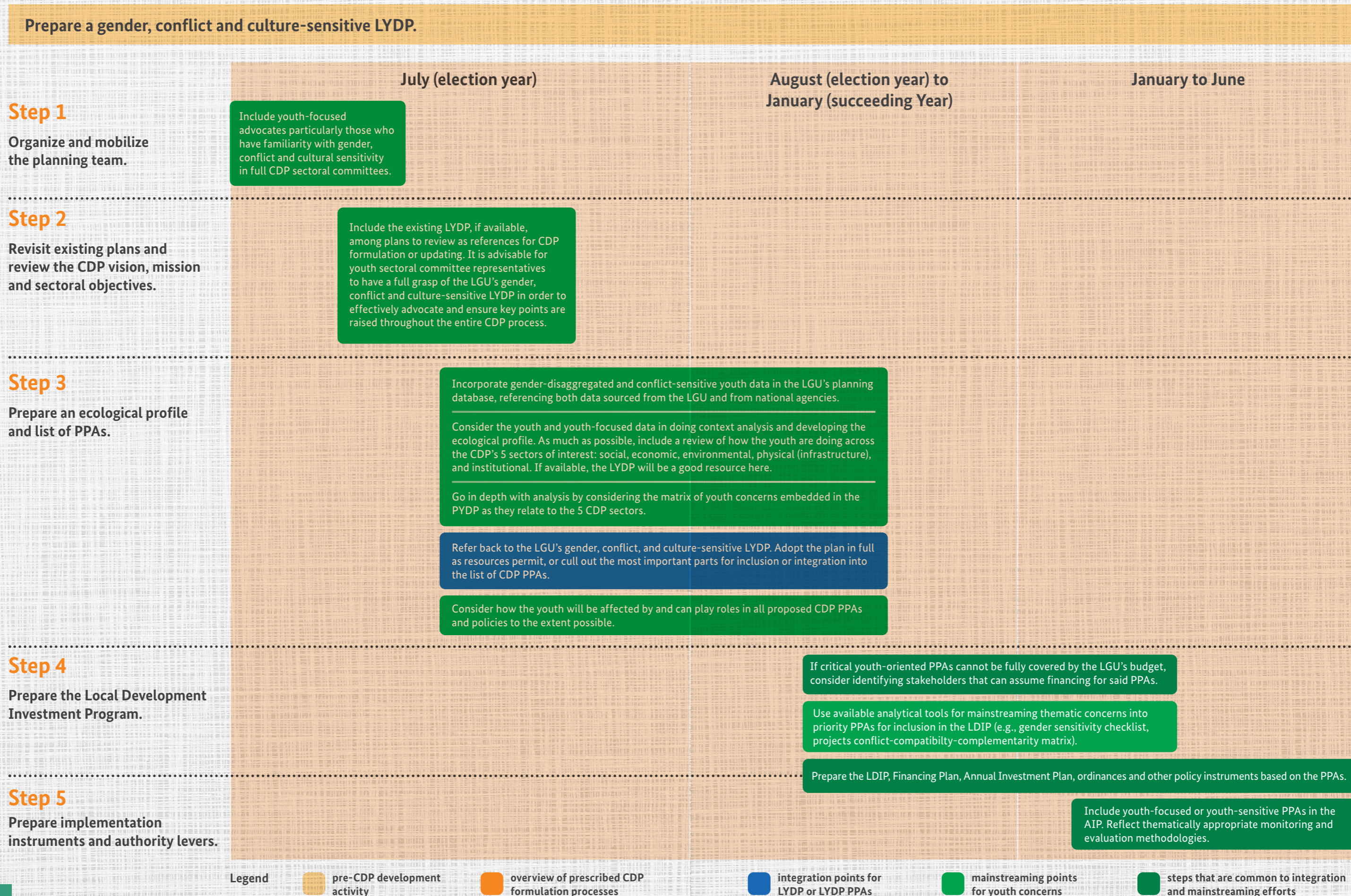


The Prescribed Comprehensive Development Planning Process with Gender, Conflict and Culture-Sensitive Local Youth Development Planning Integration and Mainstreaming Points

This section outlines the prescribed Comprehensive Development Planning Process as defined in the DILG CDP Illustrative Guide and explains the steps that local planners may undertake to integrate Local Youth Development Plans or LYDP PPAs into CDPs, and/or mainstream youth development concerns into CDPs. The process diagram above summarizes the ways that integration and/or mainstreaming of gender, conflict and culture-sensitive youth considerations can be applied to the full CDP development cycle.



Figure 3. Overview of the CDP Process with Gender, Conflict and Culture-Sensitive Local Youth Development Planning Integration and Mainstreaming



This section outlines the prescribed Comprehensive Development Planning Process as defined in the DILG CDP Illustrative Guide and explains the steps that local planners may undertake to integrate Local Youth Development Plans or LYDP PPAs into CDPs, and/or mainstream

youth development concerns into CDPs. The process diagram above summarizes the ways that integration and/or mainstreaming of gender, conflict and culture-sensitive youth considerations can be applied to the full CDP development cycle.

Pre-CDP Step: Formulate, enhance, or update a gender, conflict and culture-sensitive Local Youth Development Plan.

Detailed guidance on developing a gender, conflict and culture-sensitive LYDP for the SK Pederasyon, LYDC and LYDO can be found in another process guide that has been developed in tandem with this document. Kindly refer to the accompanying guide if information about this topic is needed.

To give an idea of what an Local Development Plan (LYDP) contains and how its contents can figure in the Comprehensive Development Plan (CDP) process, below are the LYDP elements prescribed by Department of the Local Government Memorandum Circular (DILG-MC) 2019-151 / National Youth Commission (NYC) Resolution No. 46 Guidelines on LYDP, Comprehensive

Barangay Youth Development Plan (CBYDP) and Annual Barangay Youth Investment Program (ABYIP):



Centers of Participation

Refers to the priority centers of participation as defined in the PYDP (table 2, page 6). The planning team may elect to have the LYDP include all centers with due consideration for available resources, or they may only choose centers applicable to their local context. When resources are limited, it is best to prioritize and focus on themes that are most aligned with the major issues and risks faced by the youth in the community.



Agenda Statement

Defines the LYDP's major goal or outcome statement per center. These may be adapted from the PYDP Agenda Statements (see Annex 1, page 74, or page 11 of the PYDP), or a statement that may be crafted by the SK Pederasyon and LYDC that addresses local needs.



Youth Development Concerns

Youth issues or concerns in the LGU which required immediate action. These may be program, policy, or action gaps. The full spectrum of youth concerns and participation centers included in the PYDP can be found on table 2, page 26.



Objectives

Describes the specific results that need to be attained to resolve the identified youth development concerns within 3 years. Sets of objectives, indicators and targets are also laid out in the PYDP (see Annex 2, page 76 to 78 of this guide or PYDP pages 18 to 95) that the SK Pederasyon and LYDC may adapt and fine tune if applicable to the local context.



Performance Indicators

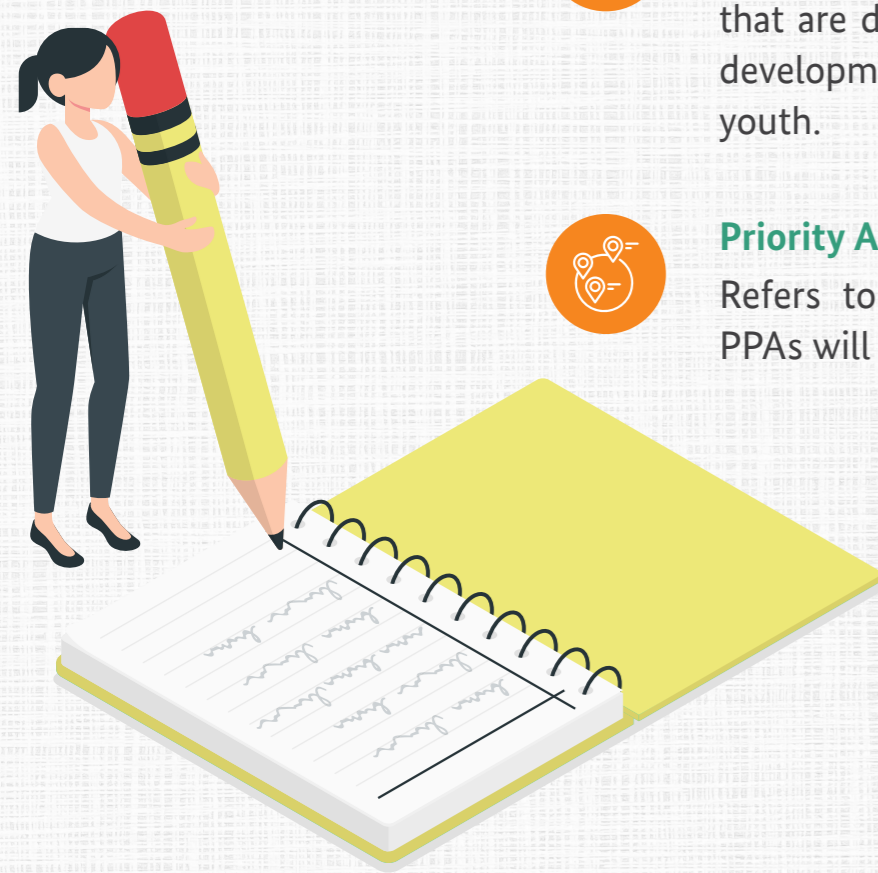
The measures that will be used to assess progress or performance against the chosen objectives. Following are a few examples of indicators that an LYDP may contain:

- 30% increase in representation of girls and young women in SK committees by 2023
- 30% increase in employment of LGBTQIA+ youth of legal working age by 2024
- 30% decrease in the number of youth experiencing violence from exposure to armed conflict situations by 2025



Targets

Predetermined extent of accomplishment needed for the PPAs to deliver the level of performance described such as the number of beneficiaries reached, activities conducted, or amount of budget programmed and utilized, among others broken down per year.



Programs, Projects and Activities

The proposed youth development initiatives that are designed to respond to the youth development concerns as identified by the youth.



Priority Areas

Refers to the barangays or areas where PPAs will be implemented.

Step 1: Organize and mobilize the planning team.

Lead Offices/Persons:

City or Municipal Planning and Development Officer or Coordinator (C/MPDO/C) with support from the C/MLGOO in identifying and orienting members of the planning team.



1.1. Select members of the planning team.



2.1. Prepare an Executive Order to be signed by the mayor to call on members and formalize the constitution of the planning team.



3.1. Orient members on their roles and responsibilities.



4.1. Prepare and adopt a work plan for the preparation or updating of the CDP.



Mainstreaming and/or integration point:

Include youth-focused advocates particularly those who have familiarity with gender, conflict, and cultural sensitivity in full CDP sectoral committees.

The task of integrating gender, conflict and culture-sensitive youth concerns and actions into the CDP starts with representation in the CDP planning committees. Participatory local planning structures are guaranteed under the Local Government Code. The LDC itself which has carriage over the CDP has reserved seats for civil society organizations that represent the interest of the people.

The CDP planning structure expands on this principle by creating space for non-government actors to participate in the planning process through a third category of representatives in addition to the Core Technical Working Group and Expanded Technical Working Group called Full Sectoral Committees

(FSCs). Organizing FSCs are optional, but the planning process benefits greatly from having a more diversified pool of resource persons. FSCs are generally composed of non-government or civil society representatives representing sectoral community interests.

Youth representatives and advocates, youth organizations, and youth-serving organizations, as well as those whose work centers on gender equality, culture and conflict sensitivity and peace promotion can be invited to sit as part of FSCs to represent the youth's voices and to share technical expertise during planning activities. Members of the LYDC are well-positioned to gain representation in FSCs, but representatives of special

concern groups such as IP youth representatives or representatives of faith or gender-based advocacy groups and community associations, for example, may elect to join the various sectoral FCS, or multiple committees that they have a stake in and feel that they can contribute to. While the SK Pederasyon President is a member of both the LDC and the Sanggunian who have key roles in the CDP cycle, advocates and the LYDO who can really sit through preliminary discussions and deliberations can provide a lot of inputs and make it easier for the LDC and the LPDO to establish sound mainstreaming considerations.

As for staff organic to the LGU workforce, the GAD focal person or persons is/are necessarily part of the

CDP planning team. Mainstreaming youth concerns may also come from planning team members who are specialists from the various offices represented below but have experiences in working to address youth, gender, conflict and culture sensitivity issues within their sphere of work. Below is the list of recommended core and expanded technical working groups for the CDP planning process (DILG Enhanced Guide to Comprehensive Development Plan Preparation, page 20):



Table 5. The CDP Planning Structure Composition

CDP Sectors and Committees



Social Development

Core Technical Working Group

- C/M Planning and Development Officer
- C/M Welfare and Development Officer
- C/M Health Officer
- Public Order and Safety Officer
- LDC Representative (Barangay)
- LDC Representative (CSO)
- DepEd District Supervisor
- Parent-Teacher Association Federation
- Sanggunian Representative

Expanded Technical Working Group

- Police Chief
- Fire Marshall
- Local Civil Registrar
- Population Officer
- Presidential Commission for the Urban Poor Representative
- Nutrition Officer
- Housing Board Rep
- National Statistics Office Representative
- Government Service Insurance
- System / Social Security System Manager

CDP Sectors and Committees



Economic Development

Core Technical Working Group

- Public Employment Service Office Staff
- Agriculturist
- Tourism Officer
- Cooperative Development Officer
- MPDO Staff
- LDC Representative (Barangay)
- LDC Representative (CSO)
- Sanggunian Representative

Expanded Technical Working Group

- Department of Trade and Industry Representative
- Chambers of Commerce and Industry
- Trade Unions
- Bank Managers
- Market Vendors
- Sidewalk Vendors
- Cooperatives

CDP Sectors and Committees



Physical/Land Use Development

Core Technical Working Group

- Municipal Engineer
- Zoning Officer
- C / MPDO Staff
- LDC Representative (Barangay)
- LDC Representative (CSO)
- Sanggunian Representative
- Municipal Architect

Expanded Technical Working Group

- Electric Cooperative Representative
- Water District Representative
- Real Estate Developers
- Representatives of Professional Organizations
- Representatives of Telecommunications Companies
- Academe Representatives

CDP Sectors and Committees



Environmental Management

Core Technical Working Group

- C / MPDO Staff
- LDC Representative (Barangay)
- LDC Representative (CSO)
- General Services Head
- Environment and Natural Resources Officer
- Sanggunian Representative

Expanded Technical Working Group

- Sanitary Inspector
- CENRO
- PENRO
- Fisheries and Aquatic Resource Management Council Representative
- Bureau of Fisheries and Aquatic Resources Representative
- Heads of Private Hospitals
- Academe Representatives

CDP Sectors and Committees



Institutional Development

Core Technical Working Group

- C / MPDO Staff
- LDC Representative (Barangay)
- LDC Representative (CSO)
- Local Government Operations Officer
- Local Administrator
- Sanggunian Representative

Expanded Technical Working Group

- Human Resources and Development Officer
- Treasurer
- Budget Officer
- Assessor
- Academe



The LPDO, SK representatives, LYDO, and youth organization or youth-serving civil society organization representatives in the planning team may prepare by getting more familiarized with participatory, gender and conflict-sensitive youth development planning and mainstreaming concepts, approaches and tools. Refer to the technical reference section of this guide (see page 60) for a list of selected policies, frameworks, guidelines, and other resource materials developed by relevant technical agencies and stakeholders.





A final yet extremely beneficial point to consider at this stage is to coordinate with decision-makers early and extensively. In general, the rule of thumb is to involve everyone who needs to make decisions about

the final plan early and frequently to ensure that pre-approval activities and recommendations carry weight. Development planning is part planning, part advocacy. The role of the LPDO is both that of a manager and advocate. It is good practice from this point onward to try as much as possible whether formally or informally to communicate updates, feedback, and reasons for why proposals are being made by the technical committees to approving bodies. This is something that helps ensure that priorities not just of the youth but all sectors who have stakes in getting their PPAs resourced make it to approval and implementation stages. The same is true for actively involving technical resource persons such as the Local Government Operations Officer in the CDP process.

Step 2: Revisit existing plans and review CDP vision, mission, and sectoral objectives.

Lead Offices/Persons:

C/MPDO/C in coordination with LGU Department Heads for the review of sectoral plans.

-  **2.1. Inventory existing local plans (e.g., CDP, CLUP, Executive Legislative Agenda (ELA), LYDP and other sectoral plans) and higher-level LGU plans such as the Provincial Development and Physical Framework Plan (PDPFP).**
-  **2.2. Review the LGU's vision statement and see if it is still responsive to the current situation and new planning mandates. Compare the goals and objectives of existing plans for consistency.**
-  **2.3. Check if the plans are aligned with one other and the PDPFP.**
-  **2.4. Identify outdated plans that will need to be updated and those that can be absorbed into the CDP.**

Mainstreaming and/or integration point:



Include the existing LYDP, if available, among plans to review as references for CDP formulation or updating. It is advisable for youth sectoral committee representatives to have a full grasp of the LGU's gender, conflict and culture-sensitive LYDP to effectively advocate and ensure key points are raised throughout the entire CDP process. Those who have been involved in LYDP development will of course make for ideal representatives.

It is worthwhile to note that in practice, it is generally more useful to update the ecological profile and context analysis prior to developing or updating sectoral objectives. This is because objectives must be based on definite issues to facilitate effective investing of public resources.

A gender, conflict and culture-sensitive LYDP would have undergone extensive participatory development processes such as the Youth-Focused Vulnerability and Capacity Assessment (YVCA), and mainstreaming approaches. The YVCA facilitates a depth of understanding of priority issues and gives insight into which youth groups are most affected by..., how they are affected, where they are and what factors are at play that development investment programming can either prevent, mitigate, respond to or rehabilitate for the long term.

Depending on how recently the gender, conflict and culture-sensitive LYDP has been developed, if existing, the planning team may be able to lift key words or phrases to use in formulating or updating CDP sectoral objectives, even the LGU vision. As previously discussed, the prescribed LYDP template includes agenda statements and objectives that may be sourced from the PYDP directly, thereby ensuring alignment



with national and higher LGU youth development goals.

If an LYDP is yet to be developed, planners may review pages 18 to 37 for a discussion of key concepts and mainstreaming approaches. Understanding youth concerns, gender equality and development, and conflict sensitivity and peace promotion will help in embedding key principles into the draft sectoral objectives where they can apply. This is also where the importance of youth or youth-serving representatives in the FSCs will become more evident as they provide a deep understanding of how youth concerns and objectives relate to broader LGU issues and objectives thus making their incorporation of youth-oriented inputs easier. The current PYDP agenda and outcome statements can be found in annexes 1 and 2 on pages 74 to 78.

If the LYDP is old and no longer responds to current needs, or has components that need updating, this will need to be considered in planning team discussions.

Step 3: Prepare an ecological profile and list of PPAs.

Lead Offices/Persons:

C/MPDO/C in coordination with the Planning Team.



3.1. Update the local planning database and conduct ecological profiling and analysis.



3.2. Identify and prepare the structured list of CDP PPAs.



Mainstreaming and/or integration points:

Incorporate gender-disaggregated and conflict-sensitive youth data in the LGU's planning database, referencing both data sourced from the LGU and from national agencies.

Consider the youth and youth-focused data in doing context analysis and developing the ecological profile. As much as possible, include a review of how the youth are doing across the CDP's 5 sectors of interest: social, economic, environmental, physical (infrastructure), and institutional. If available, the LYDP will be a good resource here.

Go in depth with analysis by considering the matrix of youth concerns embedded in the PYDP and reflected in the LYDP as they relate to the 5 CDP sectors.

Refer back to the LGU's gender, conflict, and culture-sensitive LYDP. Adopt the plan in full as resources permit or cull out the most important parts for inclusion or integration into the list of CDP PPAs.

Consider how the youth will be affected by and can play roles in all proposed CDP PPAs and policies to the extent possible.

The ecological profile is the more comprehensive replacement of the former socio-economic profile that was used to present background and context information about the LGU in older CDPs. The ecological profile is meant to give equal emphasis to the physical, biological, socioeconomic, cultural and built environment aspects of an LGU.

Incorporating gender-disaggregated and conflict-sensitive youth data is critical to establishing an ecological profile and as meaningful context and problem analysis is the foundation of the mainstreaming and/or integration process and of development planning itself. Apart from local surveys, or profiling results, LGUs can access the following:





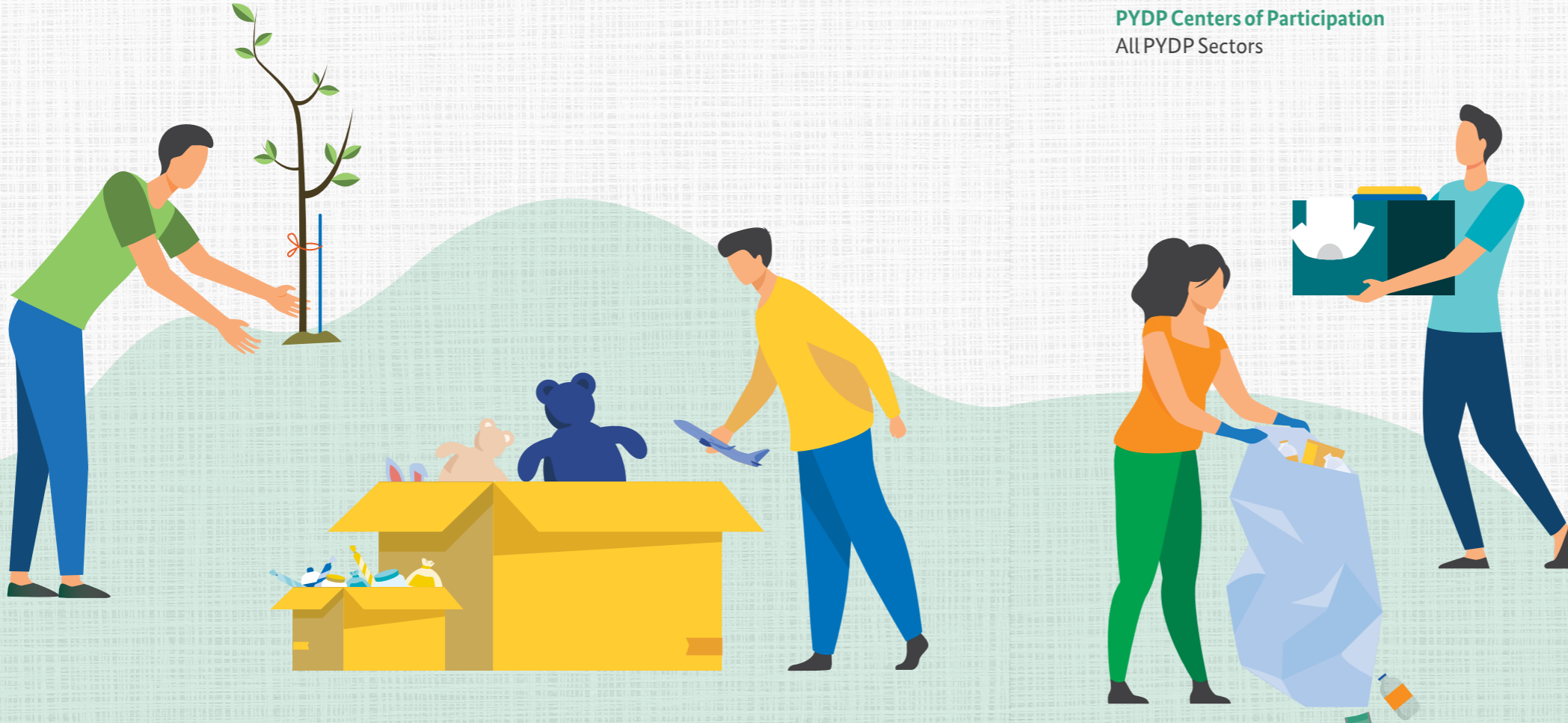

- Rationalized Planning Indicator and Data Set (RaPIDS) – DILG
- Community-Based Monitoring System – DILG
- Census Data – National Statistics Office
- Sectoral data – Technical Agencies

- Base, Hazard and Other Maps – Province, DILG, National Mapping and Resource Information Agency, etc.
- Comprehensive Land Use Map
- Provincial Development Physical Framework Plan – Province and National Economic Development Authority

Local academic and civil society organizations are also excellent sources of information, especially those with studies that are focused on youth, gender, conflict or culture. To deepen profiling and the analytical process, planners may refer to the following matrix matching youth concerns and centers of participation to the CDP sectors that they are most likely to relate to. Youth concerns may fall under other or multiple or all CDP sectors depending on the characterization of issues.



Table 6. Matrix of CDP Sectors and Youth Participation Centers

 Social Development	 Economic Development	 Physical/Land Use Development	 Environmental Management
<p>CDP Sectors</p> <ul style="list-style-type: none"> 1.1. Education 1.2. Health and Nutrition 1.3. Social Welfare and Development 1.4. Shelter 1.5. Public Order and Safety 1.6. Sports, Recreation, Arts and Culture <p>PYDP Centers of Participation</p> <ul style="list-style-type: none"> Health Education Social Inclusion and Equity Peacebuilding and Security Global Mobility 	<p>CDP Sectors</p> <ul style="list-style-type: none"> 2.1. Primary <ul style="list-style-type: none"> • Agricultural Crops • Livestock • Fisheries (Inland, marine, brackish) • Forestry 2.2. Secondary <ul style="list-style-type: none"> • Mining and quarrying • Manufacturing • Construction • Electricity, water, gas, utilities 2.3. Tertiary <ul style="list-style-type: none"> • Wholesale and retail trade • Transportation and communication • Finance, insurance and related services <p>PYDP Centers of Participation</p> <ul style="list-style-type: none"> Economic Empowerment 	<p>CDP Sectors</p> <ul style="list-style-type: none"> 3.1. Economic Support <ul style="list-style-type: none"> • Irrigation systems • Power generation • Roads, bridges, ports • Flood control and drainage • Waterworks and sewerage systems • Telecommunications 3.2. Social Support <ul style="list-style-type: none"> • Hospitals • Schools • Public socialized housing • Facilities for the aged, infirm, disadvantaged sectors 3.3. Public Administrative Support <ul style="list-style-type: none"> • Government buildings • Jails • Freedom parks and public assembly areas <p>PYDP Centers of Participation</p> <ul style="list-style-type: none"> All PYDP Sectors 	<p>CDP Sectors</p> <ul style="list-style-type: none"> 4.1. Lands <ul style="list-style-type: none"> • Lands of the Public domain • Private and alienable and disposable lands • Ancestral domain 4.2. Forest Lands 4.3. Protected forests 4.4. Production forests 4.5. Mineral Lands <ul style="list-style-type: none"> • Metallic mineral lands • Non-metallic mineral lands 4.6. Parks, wildlife and other reservations 4.7. Water resources <ul style="list-style-type: none"> • Freshwater (ground, surface) • Marine waters 4.8. Air Quality 4.9. Waste Management <ul style="list-style-type: none"> • Solid waste • Liquid waste • Toxic and hazardous <p>PYDP Centers of Participation</p> <ul style="list-style-type: none"> Environment
			
 Institutional Development			
<p>CDP Sectors</p> <ul style="list-style-type: none"> 5.1. Organization and Management 5.2. Fiscal Management 5.3. Legislative Output 5.4. LGU-Civil Society Organizations – Private Sector Linkages <p>PYDP Centers of Participation</p> <ul style="list-style-type: none"> Governance Active Citizenship 			

The above matrix can be very useful for updating the LGU planning database and ecological profile, but more so for analyzing inputs and deciding how to embed a youth lens in coming up with the structured list of CDP PPAs.





PPAs are derived from sectoral goals and objectives. Again, planners may refer to the gender, conflict, and culture-sensitive LYDP that was prepared by the SK Pederasyon, LYDC and LYDO for PPAs. If

resources allow, adopt the LYDP in full, otherwise, determination of its most impactful parts may have to be made for inclusion, integration or consolidation into other CDP PPAs in the next step of the process. PPAs with elements of the youth participation centers concerning social inclusion and equity, peacebuilding and security can help planners mainstream gender and conflict-sensitivity.

Step 4: Prepare the Local Development Investment Program.

Lead Offices/Persons:

C/MPDO/C in coordination with the Planning Team and the Local Finance Committee.

-  **4.1. Prepare a project brief for each PPA.**
-  **4.2. Identify and prepare the structured list of CDP PPAs.**
-  **4.3. Determine new investment financing potential.**
-  **4.4. Formulate the corresponding Local Resource Mobilization Program and Financing Plan.**





Mainstreaming and/or integration points:

Prepare the LDIP based on the PPAs which should now reflect gender, conflict and culture-sensitive youth considerations.

Use available analytical tools for mainstreaming thematic concerns into priority PPAs for inclusion in the LDIP e.g., gender sensitivity checklist, projects conflict-compatibility-complementarity matrix).

If critical youth oriented PPAs cannot be fully covered by the LGU's budget, consider identifying stakeholders that can assume financing for said PPAs.

As discussed in earlier sections, most LGUs face resource limitations and conflicting priorities. With 33 mandated sectoral development plans, other plans, and executive and legislative concerns, it is indeed extremely challenging to come up with a CDP that reflects everyone's desires and wishes. This is the step of the process where prioritization comes in and matching PPA ideas to resourcing realities through the formulation of the Local Development Investment Program. One way to approach the challenge of streamlining development investments and ensuring that

gender, conflict and culture sensitive youth PPAs or actions are carried forward is by consolidation.

Youth-focused project proposals with gender, conflict and/or cultural aspects can be merged with related projects that are under the various CDP sectors. For example, in a remote rural community experiencing resource-based conflict where working-age young women are unable to have livelihood opportunities and thereby significantly under-cutting not just families but communities' development potential, there are several aspects that can be looked

- at. Some questions to ask might be:
- Why are working-age female community members unable to access economic opportunities?
 - What are the specific ways in which they are experiencing inequality in livelihood opportunities due to perceptions about their sex/gender/ environment?
 - How can we address the set of issues, and what are effective ways to deliver support or collaborate with them to generate positive changes given their specific circumstances?

situation in the above example, planners can formulate an issue brief and corresponding project objectives linking, for example, age and gender-related discrimination in conflict-affected areas of the LGU to social, economic, infrastructure and environmental sector PPAs. From there, corresponding target outcomes, outputs, activities and beneficiaries or community partners can be identified. To give a more concrete idea of what the LDIP can look like, below is an example from page 86 of the Enhanced Guide to CDP Preparation:

Depending on the drivers of the



Table 7. The Local Development Investment Program Format



1. Name and Type of Project

- What is the working name of the project?
- Short description must be added. How would it be described in 2 to 3 sentences?
- Project proponent or originator of idea
- In what category does it fall?
 - Infrastructure and other physical capital?
 - Public and private institutions?
 - Social, local economic development, environmental management?
 - Other?
- Where is the proposed location of the project?
- Are the project's demands on the natural resources assured of being met for the life of the project?
- Would the project be at any risk from environmental or human-made hazards?
- Are the project's demands on the natural resources assured of being met for the life of the project?



2. Activity Components

- State indicative duration of each component. What places, activities, and groups in the same area are targeted by the project?
- List the things that need to be done to produce the desired output
 - Is a formal feasibility/ design study required?
- Who would manage implementation?
- What complementary measures are needed to ensure project success or reinforce the intended effects?
- Who would manage implementation?



3. Estimated Cost of Resource Inputs

- What amount of implementation funding is required?
- Classified into human power, materials, equipment, etc. by activity component, where applicable and in pesos if possible)
 - Materials: _____
 - Human Resources (Labor): _____
 - Equipment: _____
 - Others: _____
 - Total PHP _____
- What is the likely funding source?
- Is the project expected to be financially self-sustaining?



4. Justification for the Project

- Rationale / objective derived from the CLUP/ CDP
- Indicate the issue being addressed as identified in the plan
- What indicators of development does the proposed project address?
- In what other places is the project likely to have an effect, and how?
- What social and economic activities in what locations are likely to be affected by the project, and how?
- In what way, if any, is the proposed project related to other planned or on-going area development activities?



5. Target Beneficiaries

- Population sectors or geographical areas
- Specify how women or men (including young women and men, girls and boys, LGBTQIA+), or specific areas will be benefited



6. Target Outputs or Success Indicators

- Quantify if possible
- Include indicator of success and means of verification
- What complementary measures are needed to ensure project success or reinforce the intended effects?
- Will the project lower transaction cost?
- Will the project reduce barriers to participation?
- Will the project increase local area employment?
- Will the project increase income multiplication?
- What will be the public revenue and expenditure impacts of the project?
- Is the project meant to improve area socio-economic performance in any other ways?



7. Possible Risks or External Factors that Could Frustrate the Realization of the Project

- May be natural, social, economic, etc.



8. Expected Private Sector Response

- Specify desired private sector participation, e.g., investments
- What are the expected responses by the private sector and other stakeholders to the changes that will result from the project?

As with the entire CDP, the LDIP form can incorporate elements of gender, conflict and culture sensitivity considerations for policies, people, enabling mechanisms and PPAs.

Among the tools that are useful for this step of the planning process are the Conflict-Compatibility-Complementarity Matrix (DILG

Enhanced CDP Preparation Guide, page 84) and the GAD checklist (NEDA-PCW Harmonized GAD Guidelines for Project Design, Implementation, Monitoring and Evaluation, pages 22 to 25) are shown in annexes 3 and 4 on pages 79 to 84.

Step 5: Prepare implementation instruments and authority levers.

Lead Offices/Persons:

C/MPDO/C, Budget Officer, Sanggunian Secretary and Human Resources and Management Officer



5.1. Prepare the AIP.



5.2. Identify priority legislative requirements needed to implement the LDIP.



5.3. Identify priority capacity development interventions to implement the LDIP.



5.4. Prepare a monitoring and evaluation strategy.



5.5. Submit the CDP and its instruments for approval and adoption of the Sanggunian.



Mainstreaming and/or integration point:

Prepare the Annual Investment Plan, ordinances, and other policy instruments.

Include youth-focused or youth-sensitive PPAs in the AIP. Reflect thematically appropriate monitoring and evaluation methodologies.



The final component of the mainstreaming framework is ensuring plans are implemented through the formulation and adoption of implementation instruments and authority levers.

The Annual Investment Plan is the annual slice of the LDIP. Simply put, it is the PPAs and budget with implementation timelines, indicators and budget codes. Legislative Requirements are priority legislation that the Sangguniang will have to pass or amend to create a conducive policy environment and support the development priorities

and PPAs under the CDP and the LDIP. The Capacity Development Program contains the priority capacity building plans of the LGU to equip its people to deliver on their mandates and the CDP. Finally, the Monitoring and Evaluation Strategy consists of the LGU's system to track and evidence implementation progress and results vis-à-vis its plans.

It naturally follows that all these components of the LDIP must also reflect the gender, conflict and culture-sensitive youth PPAs or concerns embedded into

consolidated PPAs to increase the probability that they are implemented successfully. Enabling policies must support the sectoral objectives infused with youth participation centers and themes. Thematically appropriate monitoring and evaluation methodologies must be in place to establish whether or not youth-focused or youth-sensitive objectives are being attained.

The Capacity Development Program is essential to the mainstreaming of gender, conflict and culture-sensitive youth interests because

it's people who implement plans and determine the quality of delivery. It can include training and other competency development, or enhancement activities hosted by the NYC, the PCW and the DILG on these themes. Competency building of LGU staff who are frontliners in implementation and who stay on after elective terms end are key to the continuity and sustainability of CDP efforts.



Table 8. List of Policy and Technical References

 Comprehensive Development Planning	
DILG MC 2008-156 Guide for Comprehensive Development Plan for Local Government Unit	https://dilg.gov.ph/issuances/mc/GUIDE-TO-COMPREHENSIVE-DEVELOPMENT-PLAN-CDP-PREPARATION-FOR-LOCAL-GOVERNMENT-UNIT/1251
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Annexes



Annex 1: PYDP 2017-2022 Agenda Statements

Center



Health

For the Youth to Participate...

in multi-sensitive, multi-sectoral, and inclusive activities, programs, projects, and services on health and health financial risk protection—with serious consideration of nutrition, reproductive health and psychosocial concerns— that promote youth’s health and well-being as well as address their sexual and non-sexual risk-taking behaviors



Education

in accessible, developmental, quality, and relevant formal, non-formal and informal lifelong learning and training that prepare graduates to be globally competitive but responsive to national needs and to prepare them for the workplace and the emergence of new media and other technologies



Economic Empowerment

in the economy, as empowered employees and /or entrepreneurs who are productively engaged in gainful and decent work and /or businesses, and protected from work-related vulnerabilities such as child labor, discrimination, occupational hazards, underemployment and undue contractualization.



Social Inclusion and Equity

in a peaceful and just society that affords them with equal and equitable opportunities, social security and protection in all aspects of development, regardless of their disability, ethnicity, gender, religion-specific needs, socio-cultural-economic status and political beliefs



Peacebuilding and Security

in promoting human security, including participation in peace building and conflict prevention and management initiatives, public order and safety efforts, as well as in safeguarding national integrity and sovereignty to contribute to national peace and unity.

Center



Governance

For the Youth to Participate...

in governance through their involvement in government bureaucracy through programs, projects, and activities by and for the youth; and through involvement in local and national political affairs



Active Citizenship

in community development and nation building through active, meaningful, sustainable, productive, and patriotic engagement in civil society, social mobilization, volunteerism (indicating social awareness and socio-civic mindedness), and values formation (such as having concern for others and being socially responsible) so as to improve the plight of the youth



Environment

in the planning, implementation, monitoring, and evaluation of child and youth-friendly programs, policies and activities in environmental protection, climate change adaptation and mitigation; and disaster risk reduction and management (DRRM), with the use of new technologies and indigenous knowledge, so as to promote sustainable natural ecosystems and smarter localities, biodiversity conservation, waste management and pollution control



Global mobility

in youth mobility within and beyond ASEAN through balanced and mutually beneficial cross-border cultural, educational, scientific exchanges; qualification equivalencies, employment opportunities, and continuing professional development; international cooperation and other institutional linkages and partnerships that contribute to knowledge transfer and cultivate new information and skills for the country. For overseas Filipino youth to strengthen their ties with the Philippines.

Annex 2: PYDP 2017-2022 Outcome Statements

Health

- Youth who participate in healthy living in terms of getting medical attention, doing regular exercise, and maintaining proper diet and nutrition
- Youth who observe responsible sexual and reproductive health practices
- Youth who make informed and responsible decisions against engaging in sexual risk-taking practices
- Youth who make informed and responsible decisions against engaging in non-sexual risk-taking practice.
- Youth who get proper family support, counseling, and medical attention for their psychosocial concerns

Education

- Youth who are better educated because of sustained increase in enrolment and completion rates per level
- Youth who are globally competitive but responsive to national needs and are prepared for the workplace and the emergence of new media and other technologies
- Youth who are highly literate and who efficaciously seek and use information
- Youth who have access to quality education

Economic empowerment

- Youth who are gainfully employed
- Youth who know and exercise their rights, responsibilities, and welfare as Filipino workers
- Youth who are or who aspire to be entrepreneurs
- Youth who know and avail of career enrichment opportunities

Social inclusion and equity

- Youth who are free from abuse, neglect and exploitation
- Youth who do not live in the streets
- Youth with disabilities who realize their full potential
- Indigenous youth who are as immersed in their indigenous culture as they are in Philippine society
- Youth who are protected from, and who are able to prevent and address, gendered job discrimination against them
- LGBTQ+ youth who are protected from, and who are able to address and prevent sexual orientation and gender identity discrimination against them
- Youth who are equally educated across genders

Peacebuilding and security

- Youth who are able to address and prevent violence and human rights violations against them
- Youth who proactively ensure peace and order in their communities
- Youth who work for peace
- Youth who abide and respect the laws of the land
- Youth who do not use/will no longer use illegal substances

Governance

- Youth who have equal and equitable chances of running and voting for government office
- Youth who are empowered to exercise their right of suffrage responsibly and right to run for elections
- Youth who uphold the principles of government practices which are efficient, effective, free from graft and corruption and innovative



Active Citizenship

- Youth who are able to get optimal support for their organizational activities
- Youth who are engaged in the production and appreciation of Filipino arts and culture
- Youth who are active volunteers



Environment

- Youth who act collectively towards sustainable human and natural ecosystems
- Youth who practice responsible environment-friendly, and climate/ disaster resilient lifestyle



Global mobility

- Youth who apply their learnings from exchange programs to contribute back to society
- Youth who actively do good deeds for society across borders
- Overseas Filipino youth, overseas Filipino workers, and international entrepreneurs who maximize their financial potential
- Youth professionals who are competent and ready to cross borders
- Youth who are aware of opportunities from multiple sources
- Youth who undergo training and got hired locally will be able to share their experiences, learnings, and knowledge acquired with other youth
- Youth who are protected from, and who can address and prevent human trafficking

Annex 3: Conflict-Compatibility-Complementarity Matrix

Form 3 – Conflict-Compatibility-Complementarity Matrix

Proposed Projects	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6	Project 7
Project 1							
Project 2							
Project 3							
Project 4							
Project 5							
Project 6							
Project 7							

Instructions:

1. Indicate relationships among the proposed projects.
 - If relationship is one that is repetitive or redundant, mark the appropriate cell with Y.
 - If relationship is one of conflict (where the expected benefits of the projects tend to nullify each other or when the implementation of one obstructs the implementation another), mark the appropriate cell with an X.
 - If relationship is one of complementarity, mark the appropriate cell with an O.
 - If relationship is one of compatibility (or if it is neutral), leave the cell blank.
2. Consolidate projects identified as redundant or repetitive and decide on the appropriate proponent office.
3. Remove projects which conflict with many or most of the other projects.
4. Revise projects which conflict with some but are compatible or complementary with others to resolve the conflict(s).



Annex 4: GAD Checklist for Project Identification and Design

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/element (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
1.0. Involvement of women and men (max score: 2; for each item, 1)					
1.1. Participation of women and men in beneficiary groups in identification of the problem (possible scores: 0, 0.5, 1.0)					
1.2. Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)					
2.0. Collection of sex-disaggregated data and gender-related information (possible scores: 0, 1.0, 2.0)					
3.0. Conduct of gender analysis and identification of gender issues (max score: 2; for each item, 1)					
3.1. Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)					
3.2. Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0)					

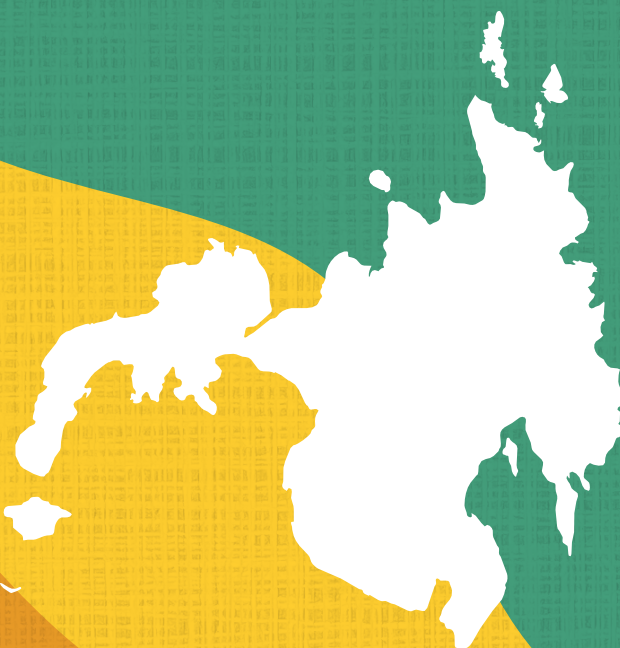
Element and item/question (col. 1)	Done? (col. 2)			Score for an item/element (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
4.0. Gender equality goals, outcomes, and outputs (possible scores: 0, 1.0, 2.0) Does the project have clearly-stated gender equality goals, objectives, outcomes or outputs?					
5.0. Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies and activities match the gender issues and gender equality goals identified?					
6.0. Gender analysis of likely impacts of the project (max score: 2; for each item, 0.67)					
6.1. Are women and girl children among the direct or indirect beneficiaries? (possible scores: 0, 0.33, 0.67)					
6.2. Has the project considered its long-term impact on women's socioeconomic status and empowerment? (possible scores: 0, 0.33, 0.67)					
6.3. Has the project included strategies for avoiding or minimizing negative impacts on women's status and welfare? (possible scores: 0, 0.33, 0.67)					

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/element (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
7.0. Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators to measure gender equality outputs and outcomes?					
8.0. Sex-disaggregated database requirement (possible scores: 0, 1.0, 2.0) Does the project M&E system require the collection of sex-disaggregated data?					
9.0. Resources (max score: 2; for each item, 1)					
9.1. Is the budget allotted by the project sufficient for gender equality promotion or integration? Or, will the project tap counterpart funds from LGUs / partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)					
9.2. Does the project have the expertise to promote gender equality and women's empowerment? Or, is the project committing itself to invest project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)					

Element and item/question (col. 1)	Done? (col. 2)			Score for an item/element (col. 3)	Gender issues identified (col. 4)
	No (2a)	Partly (2b)	Yes (2c)		
10. Relationship with the agency's GAD efforts (max score: 2; for each item, 0.67)					
10.1. Will the project build on or strengthen the agency/ NCRFW/government's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) If the agency has no GAD plan: Will the project help towards the formulation of the implementing agency's GAD plan?					
10.2. Will it build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)					
10.3. Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)					
Total GAD score for project development stage					



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Youth for a Culture of Peace and Non-Violence in Mindanao, Philippines (YOUCAP) Project

About the Design:

Mindanao, the Philippines' second largest island, has rich and diverse cultures. These distinctions have long been a source of contention. It is time to rebuild a culture of peace regardless of faith, tribe, or gender.

A rich, bright, and unique clothing pattern emerged from several Mindanao tribes textiles. The textile designs were woven together to form a pattern (banig). This, like weaving (banig), represents collaborating on ideas, approaches, dialogue, and participation of youth and other stakeholders to promote a culture of peace. Combining fabrics created pixels that resembled the vibrant, contemporary, and youthful traditional banig.

The three hands represent Mindanao's three peoples: Muslims, Christians, and Indigenous People. This is a symbol of cultural and social unity in Mindanao. These hands represent the project's education, civil society, and government partners, both state and non-state.

These elements form a modern peace sign and the letter "Y," representing Youth, the sector at the center of the YOUCAP Project's activities. Also, the letter "Y" stands for YOUCAP, a project that works with partners to strengthen state and non-state actors in Mindanao to contribute to culture-sensitive, gender-sensitive, and youth-oriented peacebuilding and non-violent conflict transformation.

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