GENDER AND DEVELOPMENT (GAD) AUDIT IN STATE UNIVERSITIES AND COLLEGES IN CALABARZON: INPUT TO AN INTERVENTION PROGRAM

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RESEARCH ARTICLE

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Manuscript Info	*Abstract*
……………………. 	…………………………………………………………………… This study aimed to audit the extent of implementation of Gender and Development (GAD) among the State Universities and Colleges (SUCs) in CALABARZON and develop GAD Intervention Program as a research output.This research was conducted in State Universities and Colleges in CALABARZON specifically at the Batangas State University, Cavite State University, Laguna State Polytechnic University, Southern Luzon State University, and University of Rizal System . The respondents were composed of 150 selected faculty, staff, personnel, GAD coordinators, budget officers, planning officers, administrators, and students for the extent of GAD implementation and auditors for an interview pertaining to GAD Plan and Budget and Accomplishment Report.The study focused on the extent of GAD implementation among the SUCs in CALABARZON with respect to GAD programs and project, advocacy and awareness, human resource management, organizational culture, curriculum and instruction, research, extension program, network and linkages, budgeting and monitoring and evaluation system. Descriptive evaluative research method through questionnaire- checklist and an interview schedule were utilized.It was found out that the extent of GAD implementation among the SUCs in CALABARZON with respect to programs and project, advocacy and awareness, human resource management, organizational culture, curriculum and instruction, research, extension program, network and linkages, budgeting and monitoring and evaluation system were often implemented among the SUCs in CALABARZON.There is a significant difference in terms of GAD programs and projects, human resource management, curriculum and instruction, research, and monitoring and evaluation system among the SUCs in the CALABARZON. Most of the problems met in the GAD implementation were "serious" as depicts on the top three serious problems from seventeen problems and these are; lack of recreation center for men/women, there is no day care center for employees' children and unaware on the inclusion of GAD gender fair activities in the curriculum while unequal representation of women and men in posting pictures at the bulletin of information and misrepresentation of women and men in the list of participants in meetings and events were the "slightly serious" problems met among the SUCs in CALABARZON. There is uniformity on the gender concerns with regards to the GAD implementation among the SUCs in

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CALABARZON and these are led by bringing out the Gender Sensitivity Training to community clientele, establish a network to facilitate complementarity of action on Violence Against Women (VAW), implementation of Anti-Sexual Harassment Act and address other forms of violence against women in the workplace and fair practices in the field of administration of justice and peace giving deprived women equal opportunities and treatment in terms of job hiring and work assignments.The study discovered that based on the findings, the extent of GAD implementation in all aspects was generally evaluated as often , thus it was concluded that the SUCs in CALABARZON have frequent practices on Gender and Development (GAD).The GAD implementation with respect to GAD programs and projects, human resource management, curriculum and instruction, research, and monitoring and evaluation system were generally different with the advocacy and awareness, organizational culture, extension program, network and linkages and GAD budgeting practices among the SUCs in CALABARZON.With the various serious problems met among the SUCs in the CALABARZON it is therefore concluded that the GAD realization in different aspects have not yet been fully recognized. The SUCs in the CALABARZON were very concern in the implementation of Gender and Development (GAD) programs, projects and activities. It is also concluded that the SUCs were open for change when GAD is concerned. Based on the result of an interview conducted to the auditors, they agreed that the budget was allotted but a minimal percentage was utilized for GAD program, activities and projects. The auditors followed the process based on the budget call from university GAD Plan and Budget to Commission on Higher Education Central Office to the Philippine Commission on Women for endorsement to the Department of Budget and Management. However, there is no extra payment in auditing the GAD funds. Special Trust Fund and other income were the sources of GAD funds which were utilized in programs, activities and projects related to GAD issues and in maintenance and other operating expenses.It was recommended that the Gender and Development in State Universities and Colleges in CALABARZON must give priority on Research and ensure that GAD implementation should always be monitored and evaluated. They must train people who can be an expert in GAD programs and projects, human resource management, curriculum and instruction, research, and monitoring and evaluation system. They need to establish an Office of GAD Program Director to institutionalize the GAD Program and discuss the problems met by the State Universities and Colleges (SUCs) concerned with the implementing GAD agency. They should always provide an orientation on gender related laws. And a follow-up study in the GAD implementation in State University and Colleges (SUCs) be conducted in other regions of the Philippines after the adaptation of GAD Intervention Program to enhance the findings of this study.

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Introduction:-
Human rights are universal and inalienable and all persons are entitled to these rights. The universality of human rights is encompassed in the words of Article 1 of the Universal Declaration of Human Rights, which states that all human beings are free and equal in dignity and rights. Its Preamble provides: "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world". Thus, women and men should be treated as equal and women should not suffer any discrimination as to their gender.

Gender and Development was conceptualized in response to the clamor of women population for equality and the elimination of discrimination. Promotion of gender equality is one of the activities that can be done to improve all aspects of life. Politically speaking the participation of women during and after election is now being observed and their political role as implementer of laws as executive, legislator, judicial, senator, congressman, and even as local government unit official. In economic aspect, women are now part of a business world, they equally perform like men in acquisition of skills, trainings and even in handling financial expenditures. In terms of social aspect, education and culture has a great part in shaping the minds of the young. Culture as transmitted from one generation to the other started at home, in educational institution and in community. The educational institutions provide programs and activities on gender equality to be practiced by all. Despite of all these developments there is much to be desired because gender and development is a continuing process.

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) aims to address the disparities between men and women and to attain gender equality. It further enjoins state parties to embody the principle of the equality of men and women in their national constitution or other appropriate legislations if not yet incorporated therein. It further mandates of all State Parties to condemn discrimination against women in all its forms and to pursue by all appropriate means and without delay the policy of eliminating discrimination against women. (Article 2, 1st paragraph, CEDAW Report)

Consequently, the 1987 Constitution of the Philippines Art. II, Sec. 14 provides in part that "the State recognizes the role of women in nation-building, and shall ensure the equality before the law of women and men".

The Philippines seems to be the pioneer in gender mainstreaming and equality in Asia by installing two women presidents in 1986 in the person of President Corazon C. Aquino and in 2001 in the person of President Gloria M. Arroyo and enacting legislation like the Women in Development Act and the Magna Carta for Women which aimed to promote gender and development by providing budgetary allocations for the programs and projects for gender mainstreaming.

In order to institutionalize Gender and Development in the government agencies, Executive Order No. 273 otherwise known as the Philippine Plan for Gender Responsive Development (PPGD), government agencies to institutionalize Gender and Development efforts by incorporating GAD concerns in their planning, programming and budgeting processes. Pursuant to this directive, State Universities and Colleges implement their own GAD program and projects. The Higher Educational Institutions (HEIs) in different region work as partners of the Philippine Commission of Women in delivering Gender and Development programs in the four fold functions through instruction, extension, research and production like State Universities and Colleges in Region IV-A CALABARZON. If they succeed therefore the entire HEI's will be a gender- responsive agencies and every individual will feel free from inequality and achieved quality of life.(Executive Order No. 273, 1995-2025)

Gender and Development (GAD) Audit is the implementation of the programs and projects as well as the utilization of budget allocated for GAD Plans and Budget of the State Universities and Colleges within the CALARARZON area. GAD audit points out the areas in which efforts need to be made and allocations earmarked to promote the status of women in general and the status of women from disadvantaged groups in particulars since such allocations constitute a very small part of the total budget.

It is important that these programs and projects be analyzed if it conforms to the objective of the law which is the realization of gender mainstreaming and gender equality as component of national development.

Background of the study:
According to the United Nations Organization, all individuals are equal as human beings by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of ethnicity, gender, age, language, sexual orientation, race, color, religion, political, or other opinion, national, social, or geographical origin, disability, property, birth, or other status as established by human rights standards.

Furthermore, the United Nations Organization has spearheaded different conventions designed to eliminate inequality which include gender. But the road to gender equality is not a straight and easy one. There still exist gender inequality and discrimination. There is so much to be desired. Along with this, the implementation of the

GAD program of the different agencies of the government must geared toward achieving what the Constitution provides, the equality of women and men before the law.

The enactment of the Magna Carta for Women in 2009 mandates all government departments, including their attached agencies, offices, bureaus, state universities and colleges, government owned and controlled corporations, local government units, other government instrumentalities to formulate their Annual Gender and Development Plans and Budget (GPBs) within the context of their mandate to mainstream gender perspective in their policies, programs, and projects. GAD Planning shall be integrated in the regular activities of the agencies, the cost of the implementation of which shall be at least 5 % of their total budgets. (IRR, Magna Carta Of Women, 2009)

Thus, the Commission of Higher Education (CHED) as the highest authority of State Universities and Colleges works collaboratively with the Philippine Commission on Women in developing the seed of gender and development today into a strong and productive fruits of tomorrow. Educating the minds is one of the best practices in eliminating these disparities. Education is a primordial element of a country in building its international identity and national development. The government spent much of its budget to the education sector to reach people. They also ensure to make education affordable for all by providing programs to their constituents.

There are State Universities and Colleges in the entire nation which includes Gender and Development as program to respond to United Nations Development Plan (UNDP) Millennium Development Goals. The Higher Educational Institutions in different regions also work as partners of the Philippine Commission of Women in delivering gender and development programs in the four fold functions through instruction, extension, research and production like in Batangas State University, Cavite State University, Laguna State Polytechnic University, Southern Luzon State University and the University of Rizal System in Region IV-A CALABARZON. If these state universities and colleges succeed in the implementation of GAD therefore they will serve as model and the entire HEI's will be a gender- responsive agencies and every individual will feel free from inequality and achieve quality of life.

Scope and Limitation of the Study:
The study aimed to audit the extent of Gender and Development (GAD) implementation among the State Universities and Colleges in CALABARZON namely Batangas State University (BSU), Cavite State University (CvSU), Laguna State Polytechnic University (LSPU), Southern Luzon State University (SLSU) and the University of Rizal System (URS) in Academic Year 2013 – 2014.

The extent of Gender and Development (GAD) implementation among the SUCs were determined with respect to programs and projects, awareness and advocacy, human resource management, organizational culture, curriculum and instruction, research, extension program, network and linkages, GAD budgeting and monitoring and evaluation system. This study also identified significant difference on the extent of GAD implementation including problems met and concerns that served as basis for the GAD intervention program developed.

The respondents of the study were 50 selected faculty, 25 staff, 25 personnel, 5 GAD coordinators, 5 Budget officers, 5 Planning officers, 5 Administrative officers, 50 students and 5 auditors of the state universities and colleges in the CALABARZON. They were chosen using the purposive sampling since they are knowledgeable persons who can provide the appropriate data useful to the study.

The researcher used the Descriptive Research specifically the descriptive-evaluative design through researcher made questionnaire-checklist as a research instrument to gather the needed data on the extent of GAD implementation with respect to the different aspects, the problems met and gender concerns among the SUCs. An interview was also used to determine the utilization of budget allocated by SUCs in CALABARZON.

The instrument was subjected to content validation by the experts before it was administered to the target respondents.

Statement of the Problem:
The objective of this study is to audit the extent of GAD implementation among the SUCs in CALABARZON.

Specifically, it sought answer to the following questions:
What is the extent of GAD implementation among the SUCs in CALABARZON with respect to:

1. program and project;
2. advocacy and awareness;
3. human resource management;
4. organizational culture;
5. curriculum and instruction;
6. research;
7. extension program;
8. network and linkages;
9. GAD budgeting; and
10. Monitoring and evaluation system?

Is there any significant difference on the extent of GAD implementation among the SUCs in CALABARZON?

What are the problems met and concerns in the GAD implementation among the SUCs in CALABARZON?

Hypothesis of the Study:
The extent of GAD implementation among the SUCs in CALABARZON with respect to program and project, advocacy and awareness, human resource management, organizational culture, curriculum and instruction, research, extension programs, network and linkages, GAD budgeting and monitoring and evaluation system have no significant differences.

Evaluation Design And Framework:
This chapter presents the discussion of expected output and justification, theoretical framework, conceptual framework, the variables, their definitions and importance of the study and definition of terms.

Discussion on Output and Justification:-
The results of the study on Gender and Development (GAD) audit among State Universities and Colleges in CALABARZON with respect to programs and projects, advocacy and awareness, human resource management, organizational culture, curriculum and instruction, research, extension program, network and linkages, GAD budgeting, and monitoring and evaluation system and the identified GAD problems and concerns served as input to the Gender and Development intervention program, which is beneficial for the whole academic community as well as in nation building.

If the academic community is properly guided on the laws and guidelines regarding the implementation of the gender development programs therefore the gender gaps ended and resolve the challenges incurred by the gender disparities and attain equality in the educational environment in a fast changing society.

Likewise, the Gender and Development intervention program was designed by the researcher to enhance the SUCs GAD practices and develop human potentials which may transform into better and organized society by improving the gender plans, programs and activities including the proper utilization of GAD budget.

Therefore, the Gender and Development intervention program of the State Universities and Colleges have a positive impact on the national goal of the Philippine government and in the achievement of Millennium Development Goal.

Theoretical Framework:
This research is anchored on the Feminist Theory as one of the major contemporary sociological theories, which analyzes the status of women and men in society with the purpose of using that knowledge to better women's lives. Feminist theorists question the differences between women, including how race, class, ethnicity, and age intersect with gender. Feminist theory is most concerned with giving a voice to women and highlighting the various ways women have contributed to society.

Hence, there are four main types of feminist theory that attempt to explain the societal differences between men and women: Gender Difference perspective examines how women's location in, and experience of, social situations differ from men's. Cultural feminists look to the different values associated with womanhood and femininity. Existential and phenomenological feminists focus on how women have been marginalized and defined as

the "other" in patriarchal societies. Women are thus seen as objects and are denied the opportunity for self-realization.

Gender inequality theories recognize that women's location in, and experience of, social situations are not only different but also unequal to men's. Women have been isolated to the private sphere of the household and, thus, left without a voice in the public sphere. Even after women enter the public sphere, they are still expected to manage the private sphere and take care of household duties and child rearing. Indeed, married women have higher levels of stress than unmarried women and married men. According to liberal feminists, the sexual division of labor in both the public and private spheres needs to be altered in order for women to achieve equality.

Thus, Gender Oppression theories go further than theories of gender difference and gender inequality by arguing that not only are women different from or unequal to men, but that they are actively oppressed, subordinated, and even abused by men. Power is the key variable in the two main theories of gender oppression: psychoanalytic feminism and radical feminism. Psychoanalytic feminists attempt to explain power relations between men and women by reformulating Freud's theories of the subconscious and unconscious, human emotions, and childhood development.

However, Structural Oppression theories posit that women's oppression and inequality are the result of capitalism, patriarchy, and racism. Socialist feminists agree with Karl Marx and Freidrich Engels that the working class is exploited as a consequence of the capitalist mode of production, but they seek to extend this exploitation not just to class but also to gender. Intersectionality theorists seek to explain oppression and inequality across a variety of variables, including class, gender, race, ethnicity, and age. They make the important insight that not all women experience oppression in the same way. White women and black women face different forms of discrimination in the workplace. Thus, different groups of women come to view the world through a shared standpoint of "heterogeneous commonality." (Crossman, 2012).

This theory is related to the present study since it stated the relationship and functions of women in the development of society This theory also serve as an eye opener for all individual that women were born equal to men.

Thus, the theory cited has a great help in understanding the extent of GAD implementation among the SUCs in CALABARZON.

Conceptual Framework:
The researcher conceptualized this study centered on the theories conferred in the theoretical framework.

The Input – Process - Output on the next page presents the variables of the study and an outcome. The first frame serve as input includes the questionnaire; respondents such as the selected faculty, staff, personnel, GAD coordinator, budget officer, planning officer, administrative officer, students and auditor; the subject State Universities and Colleges such as Batangas State University, Cavite State University, Laguna State Polytechnic University, Southern Luzon State University, and the University of Rizal System.

Whereas, the frame for the process of this study includes the preparations and validation of questionnaire-checklist, administration and retrieval of questionnaire checklists, interview method, analysis and interpretation of data.

The output indicates the extent of gender and development implementation among the SUCs in CALABARZON such as GAD programs and
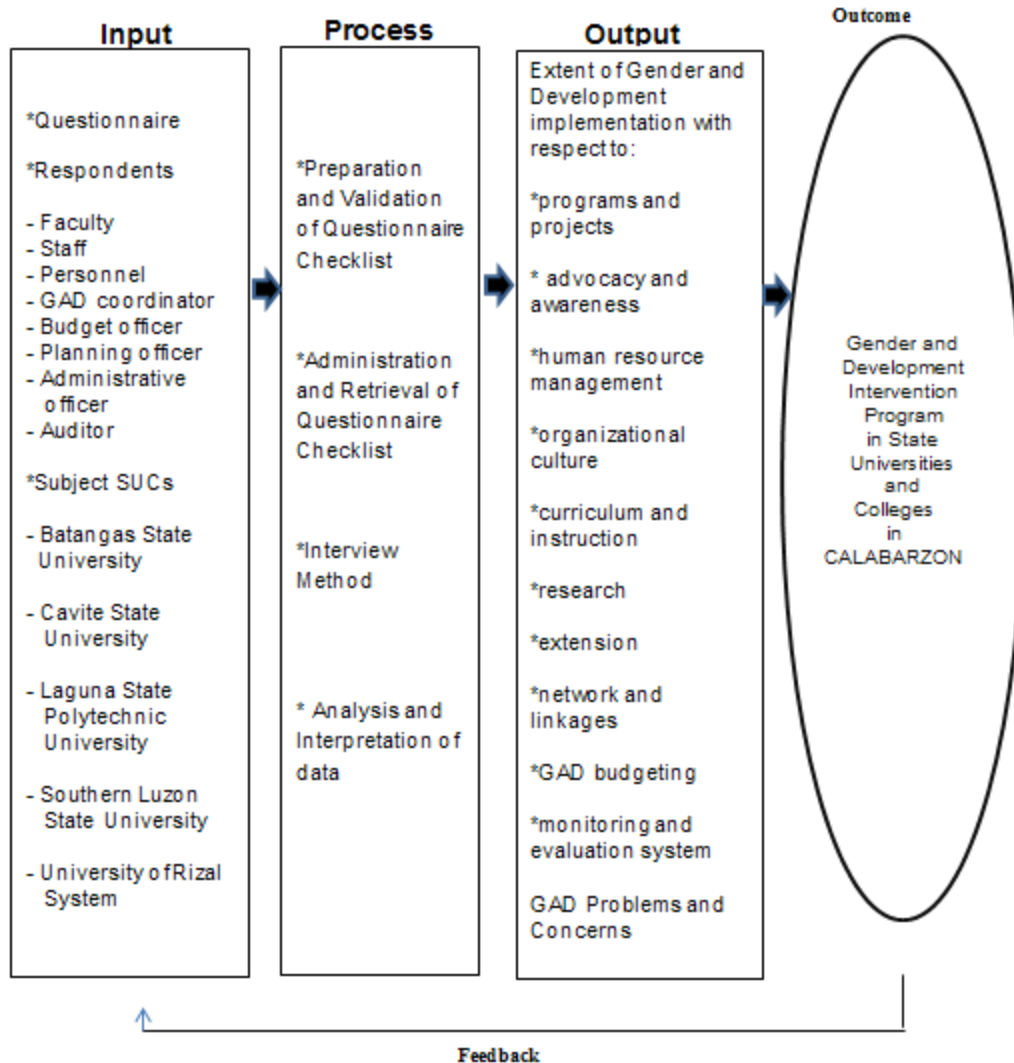
Input	Process	Output	Outcome
*Questionnaire *Respondents - Faculty - Staff - Personnel - GAD coordinator - Budget officer - Planning officer - Administrative officer - Auditor *Subject SUCs - Batangas State University - Cavite State University - Laguna State Polytechnic University - Southern Luzon State University - University of Rizal System	*Preparation and Validation of Questionnaire Checklist *Administration and Retrieval of Questionnaire Checklist *Interview Method * Analysis and Interpretation of data	Extent of Gender and Development implementation with respect to: *programs and projects * advocacy and awareness *human resource management *organizational culture *curriculum and instruction *research *extension *network and linkages *GAD budgeting *monitoring and evaluation system GAD Problems and Concerns	Gender and Development Intervention Program in State Universities and Colleges in CALABARZON

Feedback

Figure 1: The Conceptual

Model Showing the Interplay of Variables of the Study on Gender and Development (GAD) Audit in SUC's in CALABARZON:
Projects, advocacy and awareness, human resource management, organizational culture, curriculum and instruction, research, extension program, network and linkages, GAD budgeting, and monitoring and evaluation system.

While the output leads to the outcome which is the formulation of the Gender and Development intervention program for the State Universities and Colleges in CALABARZON that will give way for much improved GAD practices. The arrowhead from the outcome is connected to the input frame for the feedback of the GAD program.

The Variables and Their Definitions and Importance to the Study:
This part details the variables used in the study. The variables were supported by related literature and studies conducted that have similarities or contrast in the present study.

Gender and Development is a continuing, common and priority concern within the United Nations Systems for economic and human development. In the Philippines there are laws mandating the government agencies like the Higher Educational Institutions specifically the State Universities and Colleges to implement such GAD programs.

The success of the GAD programs can be determined by auditing the different practices of State Universities and College.

GAD Programs and Projects:
Gender and Development refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self - determination and actualization of human potentials. It seeks to achieve gender equality as fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles they ascribed to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political process to strengthen their legal rights.

Moreover, each agency shall develop its GAD Plan, Programs and Budget in response to the gender gaps or issues faced by women and men employees, as well as the client and constituencies. The Philippine Plan for Gender-Responsive Development (PPGD), the Beijing Platform for Action (BPfA), and the CEDAW, among others, shall serve as key documents to guide the identification of gender issues and the formulation of GAD Plans, Programs and Budget. (Magna Carta of Women, 2009)

Beginning in 1995, the General Appropriation Act (GAA) has included section that requires all departments, bureaus, offices and agencies to set aside at least five percent (5 %) of the appropriations for GAD (Illo, 2010) shall correspond to activities supporting GAD Plans and Programs. The Philippine Commission of Women shall review the GAD Plans, Programs and Budgets accompanied by GAD Accomplishment Reports submitted annually by the NGA's, bureaus, SUC's, GOCCs, and other government instrumentalities for gender- responsiveness. (Magna Carta of 2009)

However, Gender and Development (GAD) is one of the Commissions on Higher Education's (CHED) core priority. In 2011, the Regional Gender and Development Summit for Regions IV-A (CALABARZON) and IV-B (MIMAROPA) is a major response to call for partnership among all higher education institutions (HEIs) in the two regions. This is to pursue the objectives of the Magna Carta for Women (RA 9710). This affair brings together the Presidents, heads and GAD focal persons of the different State Universities and Colleges (SUCs), as well as other private HEIs. In this two-day gathering, the attendees of the summit hope to accomplish the following objectives to promote the importance of the strategic role of higher education in capacity building and empowerment of women through appropriate gender and development activities; evaluate if the HEI follows the policies, curriculum and research development, programs and services as mandated in RA 9710; showcase the region's GAD programs and practices; strengthen partnerships among the SUCs and HEIs in the region to promote gender and development; identify the various GAD activities that may be done to institutionalize Gender and Development programs and effectively utilize the GAD budget; and commit themselves to the implementation of the Higher Education GAD Accord with Declaration of Commitment. The regional summit on GAD has this theme "Strengthening the Gender and Development (GAD) Program in Region IV-A (CALABARZON) and IV-B(MIMAROPA)". (Bobadilla,et al, 2011)

However, Duterte (2009) describes the implementation of gender and development programs among selected barangays. In his study, he illustrated how GAD is implemented in terms of the trainings conducted, livelihood assistance provided and support services provided and discussed the perceived relevance of the implementation of gender and development programs.

Moreover in 2005, United Nations Development Program developed a Corporate Gender Strategy and Action Plan. Positive steps in support of measuring gender mainstreaming activity have been taken, such as the continuation of a Gender Unit at headquarters, the appointment of regional gender advisers, the establishment of a system of gender focal points and the establishment of trust funds that support gender mainstreaming activities. But despite these measures, gender mainstreaming has not become visible and explicit in all activities of UNDP. (www.undp.org/eo/.../GenderEvaluation-Brief.doc)

According to Ramirez (2012), in support to the Gender and Development Program of the national government, Philippine State College of Aeronautics (PhilSCA) constituted the PhilSCA Gender and Development Committee as its core group through the issuance of Special Order No. 50,s.2011 signed on March 28, 2012 was tasked to prepare and plan for the possibility of establishing a Gender and Development Center for the Aviation Industry to be attached to the Office of the Director for Community Extension of the College.

However, Ceballo (2012) cited that the Province of Rizal implement Gender and Development Program by means of GAD seminars and integrating gender awareness and sensitivity in the different livelihood projects in agriculture and health care program. She also added that the Division of Rizal Department of Education Office advocates Gender and Development (GAD) Program by providing GAD training and capacity development support to the School Heads and teachers in the Division.

Thus, the preparation of the study, "A Review of the Philippine GAD Budget Policy", which assesses the implementation of a key gender and development policy of the Philippines at the national level by government departments or agencies is a valuable input to the agenda to mainstream gender equality.(Illo, 2010)

The above cited literature and studies are related to the present study since gender and development is one of the concerns of SUCs in the Philippine educational community

Advocacy and Awareness:
Advocacy is a set of actions whose main objective is to sensitize with a view to influencing decisions about a cause or policy in a stated direction. It is done through pleading or arguing in favor of something. Advocacy operates on the assumption of a collective set of values and common good on behalf of another. In social advocacy the people are the objects of the stated good to arise from such actions. (http://wiki. answers.com/ Q/What_is_the_meaning _of_ advocacy)

While the word "awareness" in any general dictionary, you will find the only listing is as "self-awareness" (meaning "an awareness of one's own personality or individuality"). However, if one looks up the word "aware", a much wider meaning is listed, namely "having or showing realization, perception, or knowledge". There is no existing general listing of "awareness" as a unique listing, they define it to mean "unique perception and/or knowledge of self and all".

Awareness as unique knowledge of self or all is as unique perception of knowledge particularly Science, History, Society, Economics, Mathematics, Languages and Religion. Therefore in one sense to say a person "has greater awareness", it can mean they have greater knowledge of such subjects.

However, awareness as unique perception of self or all in contrast is a unique perception of self or all does not require great knowledge of science, only of what a person is "feeling". Unique perception is completely subjective. There are some words that are especially related to this aspect of awareness as they are most commonly used to mean the same thing. These are mind, consciousness, ethereal, ether, being and self.

Hence, Greater perceptual awareness is a unique perception of all is considered a "higher" form of awareness and is a basic concept associated with ideas such as meditation, astral travel, telepathy, spiritual channeling and healing.

While self-aware life is the rational reason that awareness is not usually listed as an independent object in the dictionary is not because the concept does not exist, but because the concept does not exist in reality. The only evidence of awareness is self-aware life forms such as the human being and other higher-order species on planet Earth. There is simply no evidence awareness existing independent of a living thing.

The idea of Awareness as an independent quality "in theory" even though awareness as an independently existing quality is considered impossible, it still exists as a theoretical idea. Therefore, awareness as an independent quality is an idea. (UCADIA, 2010)

On the other hand, Ceballo (2012) cited that there are selected secondary schools in the Division of Rizal who are already implementing Gender and Development (GAD) Program in their respective school to promote awareness on the important roles of male and female in the educational process.

Hence, UNDP's gender mainstreaming mandate includes advocacy work on gender equality with governments and civil society. The extent to which UNDP country offices take on this responsibility varies considerably from country to country. This is due, in part, to the opportunities that arise in a particular country context, but it is also due to the capability of UNDP staff to seize these opportunities. Some staff feel they lack the necessary expertise in gender

mainstreaming to play an advocacy role. Conversely, in some countries UNDP is seen as the leader in advocating for gender.(www.undp. org/eo/.../GenderEvaluation-Brief.doc).

The evaluation brief recommends among others to strengthen advocacy, partnerships and networks. UNDP should strengthen UN system partnerships and networks at the country level for advocacy and joint programmes, with Resident Representatives providing leadership, and make use of local gender expertise and capacity. (www.undp.org/eo/.../Gender Evaluation- Brief.doc).

The researcher believes that every individual should be a GAD program advocate and should develop awareness with GAD programmes not only those who are in the academic community but also those who are in the global community.

The related literature and studies discussed above are related to the present study since they promote awareness and advocacy on the role of men and women in building their capability and capacity to be a gender-responsive

Human Resource Management:
The process of human resource management, or HRM, involves attracting, developing, and maintaining a talented and energetic workforce. The basic goal of human resource management is to build organizational performance capacity by raising human capital, to ensure that highly capable and enthusiastic people are always available. The three responsibilities of human resource management are attracting a quality workforce which involves human resource planning, employee recruitment and selection; developing a quality workforce which involves employee orientation, training and development, and performance appraisal, and maintaining a quality workforce which involves career development, work-life balance, compensation and benefits, retention and turnover, and labor-management relations.

However, strategic human resource management mobilizes human capital through the HRM process to best implement the organizational strategies. SHRM defines "Professional Responsibility" as: Adding value to your organization; Contributing to its ethical success; Serving as a leadership role model for ethical conduct; Accepting personal responsibility for one's decision and actions; Promoting fairness and justice in the workplace; Being truthful in communications; Protecting the rights of individuals; Striving to meet a high standards of competence; Strengthening one's competencies continually. (Schermerhorn, 2005)

However, the human resource officer should establish a framework and structure for the implementation of human resource practices and guidelines in line with the organization's mission. As a priority it is important to understand and comply with all relevant employment legislation, develop written job descriptions for each position, establish a reporting structure.

Once these key pieces are in place, the human resources framework can be established which consists of the tasks and activities that will become part of the way people are managed within the organization. In doing this, it is important to remember that all the human resources management practices are interrelated and begin with a good job description. (Ourcommunity.com.au Building stronger communities through stronger community organisations: Leadership and human resources (online) (2007).

Likewise, Minbaeva (2005) viewed HRM practices a set of practices used by organization to manage human resources through facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain competitive advantage. Against this backdrop, we concluded that HRM practices relate to specific practices, formal policies, and philosophies that are designed to attract, develop, motivate, and retain employees who ensure the effective functioning and survival of the organization. (Tan & Mohd, 2011)

Likewise, corporate culture can be looked at as a system. Inputs include feedback from society, professions, laws, stories, heroes, values on competition or service, etc. The facilities space and people outputs or effects of culture are organizational behaviors, technologies, strategies, image, product, services, appearance (Schein, 2005)

The Evaluation of Gender Mainstreaming of UNDP recommends that knowledge of gender mainstreaming should be made a required competence in the recruitment of new staff. Competence assessments of Resident

Representatives and Resident Coordinators should address their gender expertise. UNDP should strengthen the capacity of staff through targeted, systematic and action-oriented training.

From the memorandum issued by the MTRCB Chairperson, It shall require all media organizations and corporations to integrate into their human resource development components the regular training on gender equality and gender-based discrimination, create and use gender equality guidelines in all aspects of management, training, production, information, dissemination, communication, and programming with the cooperation of all schools of journalism, information, and communication, as well as the national media federations and associations.(PIA,CALABARZON,2012)

However, NCRFW (2005) highlighted that gender becomes a critical variable in education and human resources development, there is a need for a continuing consciousness raising orientation program among educators (e.g. policymakers, school administrators, teaching and non-teaching personnel) for the promotion of more gender-sensitive educational goals, objectives, policies and programs.

The related literature and studies enumerated are valuable to the present study as it enlightened every individual to feel free from any inequalities in the workplace.

Organizational Culture:
According to Schermerhorn (2005) organizational culture is defined by noted scholar and consultant Edgar Schein as the system of shared beliefs and values that develops within an organization and guides the behavior of its member. Sometimes called the corporate culture, it is a key aspect of any organization and work setting.

Strong cultures, ones that are clear and well defined and widely shared among members, discourage dysfunctional work behaviors and encourage positive ones. They commit members to doing things for and with one another that are in the best interests of the organization. The best organizations are likely to have culture that are performance oriented, emphasize teamwork, allow for risk taking, encourage innovation, and make the well- being of people a top management priority. Honda is a good example. The firm's culture is tightly focused around what is known as "The Honda Way" is a set of principles emphasizing ambition, respect for ideas, open communication, work enjoyment, harmony and hard work.

Furthermore, Kinichi (2006) added that Edgar Schein, organizational culture, is the "social glue" that binds members of the organization together. Just as a human being has a personality – fun, loving, warm, uptight, competitive, or whatever – so an organization has a "personality" too, and that is culture.

Culture can vary considerably, with different organizations having differing emphases on risk taking, treatment of employees, teamwork, rules and regulations, conflict and criticisms, and rewards. And the sources of these characteristics also vary. They may represent the strong views of the founders, of the reward systems that have been instituted of the effects of competitors and so on.

Likewise, culture can powerful shape an organization's long-term success.

"If employees know what their company stand for, if they know what standards they are to uphold, then they are much more likely to make decisions that will support those standards," Write management experts Terrence Deal and Alan Kennedy. "They are also more likely to fuel as if they are an important part of the organization. They are motivated because life in the company has meaning for them." Much the same thing could be said for employees in nonprofit organizations.

However, four functions of organizational culture give members an organizational identity. At Southwest Airline top executives constantly reinforce the company's message that workers should be treated like customers, and they continually celebrate employees whose contributors go beyond the call of duty; it facilitates collective commitment; it promotes social-system stability - the more effectively conflict and charge are managed within an organization and the more that employee perceive the work environment to be positive and reinforcing, the more stable the social system within the organization; it shapes behavior by helping employees make sense of their surroundings, the culture helps employees to understand why the organization does, what it does and how it intends to accomplish its long-term goals.

According to Newstrom (2007), social cultural values for many years were the culture of much of the Western World which emphasized the desirable and fulfilling activity. This attitude is also strong in parts of Asia such as Japan. The result of this cultural emphasis is work ethic for many people, meaning that they view work and derive satisfaction from it. They usually have commitment to the organization and to its goal than do other employees.

Hence, Ordoñez (2004) explained that Organization culture is the atmosphere existing within an organization resulting from its various competencies like mission, goals, structure, resources, technology, relationships and clientele. It pervades small, medium and large scale organizations. In corporations, however, corporate culture has been term used, in all types of organization culture is developed consciously or unconsciously reflecting the values and beliefs, shared or not shared, of the organization. Top management is generally the purveyor or organization culture and the work force unconsciously just imbibes, it sometimes grudgingly if some aspects go against their grain of values and expectations. Corporate cultures served as potent influences on managerial behavior. This exclusive aspect which is linked strongly with strategic success or failure has to be evaluated closely and periodically. Managing corporate culture is a complex and long process involving coordinated efforts by top leadership which is very visible to their subordinates. Executives must change their behavior and through role modeling send signals to their constituents. Change in strategy in various management processes, reward and information system, reporting relationships, people skills and competencies should match with the existing culture. If the culture is not what its organization members want, it can be turned around to fit the mission and vision, strategy, structure, resources and technology of the organization. The well runs corporations have developed cultures that are distinctive and responsible for creation, implementation and maintenance of their world leadership positions.

The UNDP report stated that gender mainstreaming has not been visible and explicit. Implementation has suffered from confusion about what gender mainstreaming means and how to apply it. Inadequacies in leadership, commitment and financial resources have limited UNDP's ability to fully integrate gender equality considerations at all levels of the organization and in all activities. With committed leadership, clear strategies, increased expertise, and coherent institutional support, gender mainstreaming is achievable.(UNDP Report, 2013)

The aforementioned related literature and studies are beneficial to the present study since they presented the elements to become functional member of an organization.

Curriculum and Instruction:
Aquino (2009) in his book cited that curriculum may be viewed as " planned learning opportunities" which are converted into " actual learning experiences" through instruction. Instruction may be referred to as the implementation of curriculum. They view curriculum innovation as encompassing all kinds of innovation in education – whether they are innovations of structure, content, or process, or whether they are on innovations of some other classificatory scheme – the ground that any or a combination of two or more of these innovations in education ultimately can or will affect or influence the planned learning experiences (curriculum) as implemented through instruction.

Moreover, Aquino emphasized that the curriculum itself must be dynamic and ever responsive as new challenges and opportunities in our society, as well as in the global environment, arise. No one can safely or comfortably assume that a curriculum which is adequate in one period of time will also be adequate in another. Two factors support this viewpoint: the first pertains to the demands on education made by a changing society; the second pertains to the demands made by the changes and developments in organized knowledge.

Furthermore, there are three basic orientations to curriculum— transmissive, transactive and transformative curriculum or technical, practical and emancipatory curriculum. If we can hold off on ranking these, there is great value in theorizing trans missive, transactive and transformative orientations to curriculum. In fact, teachers can be quite empowered by the knowledge and skills in designing curriculum that is at times transmissive, and other times transactive or transformative. A transmissive orientation typically means that information is transmitted from teacher to students.

Curriculum is generally organized through designs such as: Disciplines (e.g., mathematics, engineering, humanities, sciences); Fields (e.g., art, civics, design, home economics, industrial arts, social studies); Units (e.g.,bicycling; child labor; feminism, jazz; mass media; queer fiction; verbs; water colors);Organizing Centers (e.g., activities, modules, minicourses, problems, processes, projects, tasks and competencies); or Personal Pursuits (e.g., aerobics,

autobiography, cooking, bird watching, guitar playing). Core or Interdisciplinary designs employ combinations of disciplines or broad fields. (Petrina,2012)

A crucial dimension of gender-aware educational intervention and innovation is the targeting of those sections of populations who most require attention. Targeting particular sub-sets of groups, and giving preferential focus to girls in order to balance out social distortions in the allocations of resources and opportunities, are measures that have a proven impact on girls' education. Such targeting helps to focus attention on these groups of girls, in a way that enables their families and communities to view them in a new light, and to see the value of investing in their futures. (Subrahmanian,2006)

According to Patesan and Bumbuc (2010), changes in society tend to immediately require corresponding changes in the curriculum of higher education institutions because it is the end of formal education and the last opportunity for entry into the world of work. There are several ways of reforming, designing and structuring the curriculum. These include adding programs, defining important competencies of performances, merging content with pedagogy, and maybe the most important developing professional teachers. Any curriculum reform is based on a policy framework which should include the purpose and objectives of the reform, the curriculum structure, the curriculum standards, the learning and teaching process, the development of instructional materials, the evaluation system, the teacher preparation and development and finally the implementation of the curriculum reform. It is common knowledge that the curriculum will not be changed unless the society moves forward and gets a step ahead. Conversely, improved curriculum can help move society forward. In addition, a curriculum cannot be helpful unless it meets the needs of the society.

Thus, Rosel (2008) cited that the assessment to determine if learning is occurring, the test result is used to determine whether a school performances meets national norms. A key element for school to improve its assessment is improving the performance of the students.

Moreover, Bago (2011) pointed out that curriculum is a crucial factor in the teaching- learning process. Specifically, it means a written plan that is specific and perspective, it indicates objectives, defines the scope and sequence of the content, identifies the strategies and activities or learning experiences, selects materials and describes the role of the learner and the teacher.

However, the curriculum is perhaps the most vital of all the school programs, the school being an institution of learning. The school goals based on our shared beliefs concerning man, society, and learning become the bases of decisions in dealing with the following questions: What kind of instructional program is most effective? How are the learners to be organized for learning? Is the self-contained classroom preferable to the departmental scheme? Is it better to have homogenous groups or heterogenous groups for instruction? How should subject area content be organized for teaching and learning? Should we organize content around subject matter, the needs of the learner or societal considerations? Obviously, the school cannot answer these questions decisively unless its purpose is clearly spelled out. (Palma, 2009)

The cited related literature and studies can contribute to the present study on how the teaching-learning process be acquired and serve as instrument in accepting new challenges and opportunities of both male and female in the GAD CALABARZON environment.

Research:
In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge. (Shuttleworth, 2008)

Calmorin (2004) defines research as a scientific investigation of phenomena which includes collection, presentation, analysis, and interpretation of facts that link's man's speculation with reality.

In view of the paucity of research in Philippine higher education institutions (HEIs), the Commission on Higher Education (CHED) has provided policies and mandates that are largely geared towards the improvement of research productivity. The HEIs in the country have responded in varied ways to the call for a stronger research orientation among the universities. In this context, this paper aimed at understanding the prevailing research culture in Philippine HEIs, as viewed by the university faculty. A conceptual framework of research culture was developed in

order to analyze the dynamics of the interaction of the policies and mandates of the CHED, the practices of HEIs in relation to developing a research orientation in their institutions, and the perspectives of faculty who are tasked to do research along with their other functions (i.e., teaching and community service). Forty faculty members from 14 universities and colleges in the country responded to a survey questionnaire and 10 were interviewed using open-ended questions. The study found that the faculty did not consider any of the aspects of research culture in their institutions as being strong. They deemed the following indicators of research culture as present only to a moderate extent: the impact of research, administrative practices, inter-institutional collaboration, institutional research strategy, financial reward system, infrastructure, the presence of ethical policies, and the availability of research funding. The faculty further perceived that factors necessary for improving research productivity include: time, strong belief in research endeavor, faculty involvement, positive group climate, working conditions and organizational communication, decentralized research policy, research funding, and clear institutional policy for research benefits and incentives. As a result of these findings, the study recommends that developing a research culture should take into account the dynamics of the interaction of the trifocal function of HEIs, the researcher's mind, and the body of institutional policy.

The Philippine Commission on Higher Education (CHED) has been zealously pushing for a stronger research orientation among the HEIs. Its National Higher Education Research Agenda (NHERA), formulated in 1996, articulates goals of higher education research as well as the mechanics and concrete steps for achieving these goals. CHED has likewise established 12 Zonal Research Centers (ZRC) in the country to further promote and encourage research in the 1,605 public and private HEIs. (Clemena & Acosta,2007)

The overall societal goal of the CHED is the attainment of inclusive growth and sustainable development while the higher education sub-sector goals are: the formation of high-level human resource, and generation, adaptation, and transfer of knowledge and technology for national development and global competitiveness. Specifically, CHED aims to achieve the following objectives in the next five years: a. Improve the relevance of higher education institutions (HEIs), programs, systems, and research to respond to the thrusts of the Philippine Development Plan (PDP), 2011 - 2016; b. upgrade the quality of higher education institutions, programs and systems in the country towards achieving international standards; c. broaden access to quality higher education of those who seek it; d. efficiently and effectively manage the higher education system ensuring transparency and integrity in its programs and activities as its commitment to moral ascendancy; and e. strengthen the Commission on Higher Education and other major stakeholders.

The CHED overall strategic framework is guided by the 16 point priority agenda of the Aquino administration clustered into five development thrusts, namely: anti-corruption/transparent, accountable and participatory governance, poverty reduction and empowerment of the poor, rapid, equitable and sustained economic growth, just, inclusive and lasting peace and the rule of law, and integrity of the environment/climate change mitigation and adaptation. In order to maximize the higher education system's contribution towards building the country's human capital and innovation capacity, CHED has to address the challenges besetting the subsector particularly the following: lack of overall vision, framework and plan; deteriorating quality of higher education; and limited access to quality higher education.

Furthermore, to achieve the above sub sectoral objectives, CHED has identified and will focus on five (5) major key result areas (KRAs), namely, rationalized Philippine higher education system; improved quality and standards; broadened access to quality higher education; transparent, morally ascendant, efficient and effective management system; and effective organizational development. To achieve its first mandate and objective, CHED shall focus on KRA 4: transparent, morally ascendant, efficient and effective management system. To achieve the first two (2) objectives of improving relevance and quality of higher education, CHED shall focus on KRAs 1 and 2: rationalized higher education system and improved quality and standards. To achieve objective 3, CHED shall focus on KRA 3 and broaden access to quality higher education through diversified but comprehensive student financial assistance programs and by encouraging alternative learning systems and modes of delivery.

Likewise, to achieve objective 5 or strengthen CHED, organizational and human development programs shall be conducted and facilities and operating systems shall be upgraded and modernized. To strengthen other major stakeholders, CHED shall initiate programs to reform State Universities and Colleges (SUCs). (CHED Strategic Plan 2011 – 2016)

Nevertheless, the Philippines' 9 best universities are considered centers of excellence and development. These schools "have demonstrated the highest degree or level of standard along the areas of instruction, research and extension," according to the commission. (Philstar.com, 2012)

In the study of Nedamo (2012), it shows that a great majority of the faculty-respondents had research experience. From all the HEIs, CvSU garnered the highest percentage, followed by LSPU and BSU. Most of the research dwells on socio-economic, including education. However, they are funded by individual researcher or by the university. Only eight percent received funding from national government agencies. The faculty respondents usually received benefits in either in monetary form, reduced workload and supplies and materials.

She added that the findings of her study support the findings of earlier studies which found that there is little research productivity level among the HEIs. She recommended that a strong sense of appreciation and encouragement for faculty-researchers should be done by their respective universities, as well as CHED. It is apparent in the study that those who receive recognition and benefits are those who are likely to pursue research. The support from their colleagues and their self-productivity and self-efficacy and thus , would likely result to a more productive faculty in the area of research.

The above mentioned related literature and studies are vital to the present study as they present ample ideas on how SUCs become productive through research.

Extension Program:
Under the CHED Rationalization of HEIs and Programs within a moratorium period on the opening of new programs especially in oversubscribed disciplines. The objective is to lay the foundation for a more efficient and effective system in delivering quality public higher education services and for a more flexible regulatory framework for private higher education provision. The project components of the program include the following: Aligning HEI programs with national development goals; Job-Skills Matching Project in order to produce highly competent and competitive graduates, HEIs are encouraged to offer programs that are in demand and responsive to the needs of industry, both domestic and international. The job-skills matching project includes: formulation of master plans for priority disciplines; review of curricula to make them fit the needs of industries; establishment of labor market information system (LMIS) to provide up-to date information on jobs that are in demand and hard to fill, to guide both students and parents in choosing courses; identification of areas of mismatch and implementation of strategies to address such mismatches; massive information dissemination on employment opportunities among students and HEIs; and periodic conduct of graduate tracer studies.

Furthermore, in Relevant and Responsive Research, Development and Extension (RDE), CHED supports the conduct of RDE aimed at generating, adapting and transferring or applying new knowledge and technologies for improving productivity and livelihood, promoting peace, empowering women, protecting the environment, reducing disaster devastation, and alleviating poverty.

While Gender and Development (GAD) Programs includes advocacy and gender sensitivity activities to promote gender parity in education, equal access to scholarships by both genders, and interventions to assist female students with extreme personal situations that prevent them from completing their higher education.

Classically in extension, a household is conceptualized as a programme unit. A household consists of individuals working in similar ways towards a common goal under the leadership of a male head. However, in reality the household is a much more complex and dynamic social entity. While it is useful to draw attention to the fact that there is division of labour along gender lines and it has profound implications for the organization of agriculture, men's and women's responsibilities and privileges vary along socio-cultural and socioeconomic lines specific to a particular time and place. The key role played by women in agriculture in the past was generally not acknowledged in government data and decision-making. This situation has changed over the last two or three decades, and much has been achieved in giving recognition to the importance of women in the agricultural sector. Gender mainstreaming is the current global approach in advancing gender equality and equity. At the level of national government there is a move towards incorporating a gender perspective into policies, plans, programmes and projects to ensure that these impact on women and men in an equitable way. (Haramaya, 2012)

The related literature and studies discussed above are related to the present study since the SUCs provide GAD related activities and programs.

Networks and Linkages:
Network and linkages can be explained as across organizations or partnership just like the knowledge network. It must be transparent with a common purpose. This common purpose can serve as a larger social identity that transcends members' specific, organizational environments. Some networks fail because different partner objectives are not adequately delineated at the start of the knowledge network. (MacPhee et.al. 2009) Hence, partnership implies the spirit of equality. It is compose of two big Cs – consultation and consensus. Equality refers to equal rights, equal dignity. It does not necessarily mean equality in the sharing of resources for the blossoming of the partnership. In a partnership, one party may be more blessed than the other and, therefore, is capable of sharing more than the other. Thus, partnership is likened to a relationship called mutualism in biology that both parties benefit from the relationship. (Lucido 2007)

However, creation of networks and linkages are an essential component of any development program and provide synergies for the program to build upon from a point of advantage to a point of strength. Thus, networking and linkages basically means forming formal and informal partnerships and ties with other organizations in different areas of mutual interest and/or benefits. It can be formed with multifarious organizations that share the common vision and values for social development (http://www.sgpindia.org/documents/Guidance% 20notes%20on%20Networking%20&%20Linkages.doc).

The Evaluation paper of UNDP recommends that UNDP should strengthen UN system partnerships and networks at the country level for advocacy and joint programmes, with Resident Representatives providing leadership, and make use of local gender expertise and capacity.(www.undp.org/eo/.../GenderEvaluation-Brief.doc)

Moreover, state, universities and colleges in CALABARZON organize networks and linkages in order to uplift activities and initiates programs to solve gender related problems and concerns. They develop partnership with government agencies like Philippine Commission on Women in giving gender sensitivity training, Technical Education Skills Development Authority in giving skills training, the Local Government Unit in supporting the activities and some non-government organizations who are willing to support the SUCs financial needs.

The related literature and studies enumerated are valuable to the present study since they present broad ideas on how to develop partnership among organizations.

GAD Budgeting:
According to Kinichi (2006) budget is a formal financial projection. It states an organization's planned activities for a given period of time in quantitative terms, such as dollars, hours, or number of product. Budgets are prepared not only for the organization as a whole but also for the divisions and department within it.

However, managers can take essentially two budget planning approaches. These are Incremental budgeting or using the last budget period as reference point: Incremental budgets are the traditional form of budget while incremental budgeting allocates increased or decreased funds to a department by using the last budget period as a reference point; only incremental changes in the budget requires are reviewed.

Thus, one difficulty is that incremental budgets tend to lock departments into stable spending arrangements; they are not flexible in meeting environmental demands. Another difficulty is that a department may engage in many activities - some more important than others but it's not easy to sort out how well managers performed at the various activities. Hence, the department's activities and the yearly budget increases take on lives of their own. Zero – based budgeting is starting over at each budget period: Developed by the U.S Department of Agriculture and later adopted by Tax Instruments, Zero – based budgeting (ZBB) forces each department to start from zero in projecting its funding needs for the coming budget period. Thus, ZBB forces managers to reexamine their department's activities and justify their need for funds for the coming budget period based on strategic plans for that period.

One difficulty with ZBB is that at requires managers to spend more time rationalizing the need for more funds. Another difficulty is that it tends to work better in small work units or developments that are declining in resources.

In general, budgets may be categorized as two types: fixed budgets; where resources are allocated on a single estimate of costs: also known as a static budget, a fixed budget allocates resources on the basis of single estimates of costs. That is, there is only one set of expenses; the budget does not allow for adjustment over time. Variable budgets – where resources are varied in proportion with various levels of activity: Also known as a flexible budget, a variable budget allows the allocation of resources to vary in proportion with various levels of activity. That is, the budget can be adjusted over time to accommodate pertinent changes in the environment. For example, you might have a budget that allows you to hire temporary workers or lease temporary equipment if production exceeds certain levels.

Furthermore, the Types of Budget are: cash or cash flow budget which forecasts all sources of cash income and cash expectation for daily, weekly, or monthly period; cash expenditures budget which anticipates investments in region assets such as land, buildings, and major equipment; soles and revenue budget which refers to project future sales, often by month, sales area or product; expense budget or projects expenses (costs) for given activity for given period; financial budget -projects organization's source of cash and how it plans to spend it in the forthcoming period.

Operating budget -Projects what on organization will create in goods or services, what financial resources are needed, and what income is expected.; Nonmonetary budget – which deals with units other than dollars such as hours of labor or office square footage; and Human Resource Management which consists of the activities managers perform to plan for, attract, develop and retain an effective work force. The purpose of the strategic human resource management process is to get the optimum work performance that will help realize the company's mission and vision.

The best managers meet with workers individually at least every three months, not just once or twice a year. In doing so, they not only discuss performance but also try to find out what employees want to accomplish and how the manager can help. In addition, good managers focus on strengths, rather than weakness, allowing employees to devote time to what they do best.

A budget is a plan for the future income and expenditures that can be used as a guideline for spending and saving. The key to spending within your means is to know your expenses and to spend less than you make. A good monthly budget can help ensure you pay your bills on time, have funds to cover unexpected emergencies, and reach your financial goals. (http://www.practical moneyskills.com/personalfinance/saving spending/budgeting/)

Moreover, The Country Gender Assessment (CGA, 2008) has noted that the Department of Budget and Management (DBM) has issued annual budget circulars since 1997 that support the implementation of GAD budgets at the local level. Currently, the local budget circular on internal revenue allotment requires agencies to apply a minimum of 5 percent of the funds for GAD. In 2001, the National Commission on the Role of Filipino Women (now PCW), Department of Interior and Local Government, and DBM issued a joint memorandum circular to all local government units (LGUs) containing guidelines for integrating GAD in the local planning and budgeting system.

However, UNDP should allocate core resources for gender mainstreaming, scale up fundraising efforts for specific programmes and use gender as a criterion for allocating other resources to country offices. In order to determine what financial resources are needed, UNDP should conduct a special corporate gender budget exercise and review its financial accounting system to ensure it can track gender-related expenditures. (www.undp.org/eo/.../Gender Evaluation-Brief.doc)

The CGA (2008) also cited the positive effects of GAD budgets and plans at the local level, such as improved services for women and men, and even reduction in the incidence of gender-based violence. It enumerated less tangible benefits that include increased awareness and advocacy for gender issues and the development of local mechanisms for planning and implementation that increase the involvement of civil society groups in government processes.

Projects that have been implemented under the GAD budget include providing health services, advocating and disseminating information on gender issues, building capacity and providing technical assistance on GAD and other gender issues, establishing or improving service facilities for women, issuing policies on gender, establishing

databases and mechanisms for reporting on gender issues, improving awareness of gender issues when undertaking development planning at the national and local levels, and revising textbooks to remove social and gender stereotypes.

Also a notable gain in gender responsive governance is the audit of GAD funds initiative of the Commission on Audit (COA) which determines government agencies' compliance with existing laws and regulations on the utilization of GAD funds.

The related literature and studies discussed above can contribute to the present study on how the SUCs appropriate and utilize GAD budget.

Monitoring and Evaluation System:
Although the term "monitoring and evaluation" tends to get run together as if it is only one thing, monitoring and evaluation are, in fact, two distinct sets of organizational activities, related but not identical.

Monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organization. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track, and can let management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. It enables you to determine whether the resources you have available are sufficient and are being well used, whether the capacity you have is sufficient and appropriate, and whether you are doing what you planned to do.

While evaluation is the comparison of actual project impacts against the agreed strategic plans, it looks at what one sets out to do, at what he/she has accomplished, and how he/she accomplished it. It can be formative (taking place during the life of a project or organization, with the intention of improving the strategy or way of functioning of the project or organization). It can also be summative (drawing learnings from a completed project or an organization that is no longer functioning). Someone once described this as the difference between a check-up and an autopsy!

Monitoring and evaluation have in common that they are geared towards learning from what you are doing and how you are doing it, by focusing on: Efficiency; Effectiveness; Impact. Efficiency tells you that the input into the work is appropriate in terms of the output. This could be input in terms of money, time, staff, equipment and so on. When you run a project and are concerned about its replicability or about going to scale , then it is very important to get the efficiency element right.

Effectiveness is a measure of the extent to which a development programme or project achieves the specific objectives it set.

Impact tells people whether or not what they did made a difference to the problem situation they were trying to address. In other words, was their strategy useful? Did ensuring that teachers were better qualified improve the pass rate in the final year of school? Before they decide to get bigger, or to replicate the project elsewhere, they need to be sure that what they are doing makes sense in terms of the impact they want to achieve.

From this it should be clear that monitoring and evaluation are best done when there has been proper planning against   which   to   assess   progress   and achievements.(http://www.civicus.org/new/media/Monitoring%20and%20Evaluation .pdf)

In Naidoo (2011) his thesis set out to examine the role played by monitoring and evaluation (M&E) in promoting good governance in South Africa. It examined how M&E, in promoting democratic and good governance deliverables, such as transparency, accountability and learning, influences public administration practice. The reciprocity between democracy and M&E was demonstrated by assessing how the country managed democratic transition, the influence of globalisation on country practice, and specifically how the developmental State advances good governance.

However, to understand the efficacy of the interventions towards envisaged climate change results, rigorous monitoring and evaluation of these interventions becomes imperative both for ensuring efficiency, results, cost-

effectiveness and sustainability of the interventions. With these considerations, programme logic model can be an appropriate overarching Monitoring & Evaluation Framework. This paper takes programme logic model as the starting point and describes key principles that need to be factored in developing a monitoring and evaluation framework for climate change adaptation projects. The projects draw upon good practices of various adaptation interventions across the globe to propose established guiding principles. (http://ideas.repec.org/ p/ess /w paper/id2766.html)

Crawford (2008) cited that the thesis develops the theoretical basis for M&E through a transdisciplinary review of three academic fields: information systems, organizational effectiveness and project management. It is argued that inadequacies in the operationalization of M&E systems arise from divergent epistemological and ontological assumptions about the nature of information and its role within organizations that are concerned with effecting social change. The M&E framework proposed seeks to resolve the dilemma posed by these divergent assumptions. This involves a M&E information system (i.e. MEIS) that is novel in terms of its scope, purpose and application. Firstly, the scope of the proposed MEIS takes in the entire aid organization, going beyond the dominant, conventional approach, which is project-centric. This enables alignment of project strategies with organisational mission. Further, it aims to promote the institutionalization of lessons learned within projects (conceived as 'social experiments') for organizational learning, thereby enabling informed debate about the effectiveness of the organization in fostering sustainable development. Secondly, the purpose of the proposed MEIS is concerned with promoting organizational success. The critical success factors of learning and accountability are identified, and the role of M&E in encouraging responsive management decision-making and critical inquiry and reflection is described. Thirdly, the application of the proposed MEIS involves a modified log frame. The '3D-Logframe' serves as a conceptual basis to address limitations found with the conventional two-dimensional log frame matrix when employed for M&E purposes. The proposed M&E framework was developed out of iterations of action in the field and reflection. Further research will involve applying the framework in its entirety.

In the Evaluation Paper of UNDP it recommends that the Executive Board should closely monitor the extent and quality of attention to gender mainstreaming in programmes and administrative budgets and take appropriate action as necessary. UNDP should review progress towards gender mainstreaming by 2008 and report to the Board.(www.undp.org /eo/.../ Gender Evaluation-Brief.doc)

The above cited literature and studies are related to the present study since they present knowledge on how the SUCs GAD activities and programs be monitored and evaluated

Problems and Gender Concerns in the GAD Implementation:
According to Claros et.al.(2005) the past three decades have witnessed a steadily increasing awareness of the need to empower women through measures to increase social, economic and political equity, and broader access to fundamental human rights, improvements in nutrition, basic health and education. Along with awareness of the subordinate status of women has come the concept of gender as an overarching socio-cultural variable, seen in relation to other factors, such as race, class, age and ethnicity. Gender is not synonymous with women, nor is it a zero-sum game implying loss for men; rather, it refers to both women and men, and to their status, relative to each other. Gender equality refers to that stage of human social development at which "the rights, responsibilities and opportunities of individuals will not be determined by the fact of being born male or female," in other words, a stage when both men and women realize their full potential.

However, Masinsin (2011) as explained by Sorbichea (2006) since 1986, the Philippine government through the National Commission on the Role of Filipino Women (NCRFW), has actively pursued various programs to promote gender equality. The Philippine Plan for Gender Responsive Development (PPGD), 1995-2025 formulated in 1995, has served as the blueprint for the review and development of gender-responsive programs by different agencies. These include among others, training in the use of the gender and development (GAD) approach for project development, creation of services to deal with problems of physical and sexual abuses as well as other reproductive health issues, and the provision of credit livelihood skills, and information to enhance women's economic productivity.

In Illo (2010), Republic Act (RA) No. 7192, otherwise known as the "Women in Development and Nation-Building Act," was signed into law by then President Corazon C. Aquino on 12 February 1992. Its implementation is guided

by a set of rules and regulations; the Implementing Rules and Regulations (IRR)- that was approved by the National Economic and Development Authority (NEDA) Board on 18 November 1992.

Under the law, the Philippine State is responsible for providing women rights and opportunities equal to that of men. Three broad strategies have been identified to achieve this policy: setting aside and utilizing a substantial portion of official development assistance (ODA) funds to support programs and activities for women; ensuring that women benefit equally and participate directly in the development programs and projects of all government departments; and gender mainstreaming or removing bias in the regulations, circulars, issuances and procedures of all government departments and agencies.

Thus, the Philippine Gender and Development (GAD) Budget Policy was established. It consists of two parts. One part refers to the allocation of ODA funds in support of programs and activities for women, or what has been broadly interpreted as GAD programs and activities; the other part is a GAD budget allocation from the regular budgets of government departments or agencies and local governments.

The aforementioned literature and studies are beneficial to the present study since they presented the comprehensive ideas on how to handle GAD problems and concerns

Definition of Terms:
The following terms were defined operationally to better understand the study:

Advocacy and Awareness:
This refers to the respondent's consciousness and passion on the GAD programs in SUCs.

Curriculum and Instruction:
This is the type of school program offered by the state universities and colleges in CALABARZON.

Extension:
This refers to the GAD activities conducted by the state universities and colleges in reaching their clientele through different GAD programs in and out of the institution.

GAD Budgeting:
This pertains to how the institution used the allotted budget for GAD programs and activities.

Gender and Development (GAD) Audit:
This refers to the process of analyzing the extent of Gender and Development (GAD) implementation in SUCs at CALABARZON.

Gender and Development (GAD) Programs and Projects:
This refers to the GAD program implemented by the SUC's in CALABARZON.

Human Resource and Management:
It pertains to managing of people as implementer of GAD programs and activities.

Intervention Program:
This refers to GAD suggested activities to be conducted by the State Universities and Colleges to enhance GAD implementation.

Monitoring and Evaluation System:
This refers to the system how the Gender and Development programs and activities of SUCs in CALABARZON observed and evaluated.

Networks and Linkages:
This pertains to connections or partnership of SUC's to other agencies for the improvement of Gender and Development Program.

Organizational culture:
It pertains to the Gender and Development way of interaction of members in SUC's.

Research:
This refers to one of the fourfold function of State Universities and Colleges.

Research Methodology:-
This chapter presents the research design used in the study, the respondents of the study, procedure in the data gathering, and the statistical treatment applied.

Research Design:
In this study the researcher adopted the descriptive method of research as suggested by Hall (2014) that this design helps researchers plan and carry out descriptive studies, designed to provide rich descriptive details about people, places and other phenomena. It is often involves extensive observation and note-taking, as well as in-depth narrative. However, a descriptive research design can serve as a first step that identifies important factors, laying a foundation for more-rigorous research in the study of the extent of gender and development implementation, problems met and concerns of State Universities and Colleges (SUC's) in CALABARZON.

Moreover, the use of descriptive design will demonstrate the GAD practices and conditions in SUCs at CALABARZON as recommended by the national government.

Furthermore, the researcher used questionnaire-checklist to appraise carefully the worthiness of the current study (Calmorin, 2008) based on the responses given by selected faculty, staff, personnel, GAD coordinator, budget officer, planning officer, administrative officer, students and auditor respondents.

Setting of the Study:
CALABARZON /ka-la-bar-zon/ is one of the regions of the Philippines. It is designated as Region IV-A and its regional center is Calamba City in Laguna. The region is composed of five provinces, namely: Batangas, Cavite, Laguna, Quezon, and Rizal; the region's name is formed from the names of these provinces. The region is also more formally known as Southern Tagalog Mainland.

CALABARZON is in southwestern Luzon, just south and east of Metro Manila and is the second most densely populated region. CALABARZON and MIMAROPA were previously combined together as Southern Tagalog, until they were separated in 2002. Executive Order No. 246, dated October 28, 2003, designated Calamba City as the regional center of CALABARZON. The largest city of CALABARZON Region and the second highly-urbanized city is Antipolo City. Lucena City is the first highly-urbanized city in this region. CALABARZON is the most populated region in the Philippines, with a population of 12,609,803 inhabitants. (http://emb.gov.ph/eia-adb/eiaorg.html)

State University and College Systems in the Philippines, or also known by its acronym SUC refers to any public institutions of higher learning that were created by an act passed by the Philippine Congress, and is fully subsidized by the national government. SUC is also considered as a corporate body. (Guadalquiver,2004).

However, the state universities and colleges in Region IV- A also known as CALABARZON include the Batangas State University, Cavite State University, Laguna State Polytechnic University, Southern Luzon State University, and University of Rizal System

The Batangas State University (Filipino: Pambansang Pamantasan ng Batangas), formerly Pablo Borbon Memorial Institute of Technology, is a local technology-based curriculum university occupying 10 campuses located throughout the Province of Batangas. Centered in the capital of the province, the university is listed as rank 136th of top accredited colleges and universities of the Philippines and was named as the best mechanical engineering school prior to the Professional Regulation Commission Licensure Examination last March 2012..(http://en.wikipedia.org /wiki/Batangas_State_UniversityRetrieved 22Sept 2012)

Batangas State University is envisioned to shape a global Filipino imbued with moral courage nurtured through values and excellent education with its mission which is committed to implement its mandates of quality and

excellence, relevance and responsiveness, access and equity, and efficiency and effectiveness through instruction, research, extension and production to meet the growing needs of the country and the world for globally competitive and morally upright professionals, scientists, technologists, technicians, skilled workers and entrepreneurs.

The Batangas State University in response to gender and development program hosted the Regional Summit on Gender and Development on December 1 & 2, 2011. (http://www.batstate-u.edu.ph/12Sept 2012). Batangas State University also hosted the CHED Gender and Development Regional Cluster Conference with the theme "Towards Institutionalizing and Strengthening Gender and Development Program" held at Gov. Feliciano Leviste Multi-purpose Gymnasium, Sept. 2-3, 2013. The event was participated by representatives from Region 4-A, 4-B and 5. (The LATHE: The Official Student Publication of Batangas State University, 2014)

The Cavite State University (CvSU) has its humble beginnings in 1906 as the Indang Intermediate School with the American Thomasites as the first teachers. Several transformations in the name of the school took place; Indang Farm School in 1918, Indang Rural High School in 1927, and Don Severino National Agriculture School in 1958. In 1964, the school was converted into a State College by virtue of Republic Act 3917 and became known as Don Severino Agricultural College (DSAC).

On January 22, 1998, by virtue of Republic Act No.8468, DSAC was converted into Cavite State University. In 2001, Cavite College of Fisheries (CACOF) in Naic, Cavite and Cavite College of Arts and Trade (CCAT) in Rosario, Cavite, were integrated to the University by virtue of CHED Memo No. 27 s. 2000. Since then, additional campuses in the province were established through memoranda of agreement with the LGUs. At present, CvSU has 11 campuses in the province. The main campus, approximately 70 hectares in land area and named as Don Severino delas Alas Campus,is in Indang, Cavite.

CvSU is mandated "to provide excellent, equitable and relevant educational opportunities in the arts, sciences and technology through quality instruction, and responsive research and development activities. It shall produce professional, skilled and morally upright individuals for global competitiveness." (CaviteState Universityhttp://www.cvsu.edu.ph/index.php?option=com_content& view=article&id=339&Itemid=55)

However, the Southern Tagalog Agriculture and Resources Research and Development Consortium (STARRDEC) in coordination with Cavite State University conducted a seminar on Gender Sensitivity, Health, and Responsibility in coordination with The seminar proper kicked off with an orientation on Gender and Development (GAD) by Prof. Wilhelmina P. Masinsin, GAD Program Coordinator of the University of Rizal System (URS). This was followed by the discussion of other topics such as Health and Nutrition Matters as presented by Ms. Crizelda Joy E. dela Cruz, clinical therapeutic dietitian from the University Medical Center (UMC); Anti-sexual Harassment Law Gender Fair Language presented by Dr. Nelson S. Gonzales, a professor from URS; and Responsible Parenthood with Emphasis on Healthy Heart Campaign given by Mr. Jesse M. Imperio, Jr., an assistant publishing director. Ms. Elvira B. Parlado, home management technologist from CvSu, gave a lecture demonstration on the preparation of healthy drinks and its benefits. Ms. Judith J. Hazil, City Social Welfare Development Officer of Sta. Rosa gave inputs on GAD: an Institutional Response. (Tepora,2011)

The Laguna State Polytechnic College was first established as a provincial high school known as Baybay Provincial High School in 1952. It was the first public high school established in the Baybay District. In 1957 by virtue of RA 1807, it was converted into an agricultural school known as the Baybay National Agricultural and Vocational School. Realizing the need for a college in the eastern portion of Laguna, the school was then renamed into Baybay National College of Agriculture and Technology in 1971 by virtue of RA 6327. Hence, in 1983 by virtue of Batas Pambansa No. 482, it was converted into a state college, known as the Laguna State Polytechnic College.

From then on the Laguna State Polytechnic College grew bigger and better in accordance with the pertinent provisions of RA 8292 other colleges were merged like the Laguna College of Arts and Trades now LSPU - Santa Cruz campus located at Barangay Bubukal, Santa Cruz, Laguna specializes in Engineering and serves as the main campus for the university.; Los Banos College of Fisheries now LSPU - Los Banos Campus located at Barangay Mayondon - Malinta, Los Banos, Laguna; and San Pablo City National School of Arts and Trades now LSPU - San Pablo City Campus. In addition, Laguna State Polytechnic University instills to the mind of the clientele its vision as a "Center of Development transforming lives and communities", Today, LSPU is headed by Dr. Nestor M. de Vera.(http://lspuniversity.webs.com/lspuhistory.htmretrieved 22Sept 12)

The women's association for Gender and Development (GAD) in LSPU consistently promotes and conduct programs and activities that enhance greater awareness on gender and women issues. These programs and activities provide avenues for the recognition of women's achievements and contributions to the development. Supportive to the administration's development focus and agenda, GAD takes the lead in the empowerment of women in the service areas through training programs and research and extension services on gender and women studies such as Gender Sensitivity Training, Trainers Training, integrating GAD concepts in the curriculum/syllabi, symposium on Anti-Violence Against Women and their Children and Anti-Sexual Harassment Act of 1995, GAD planning and budgeting.

Southern Luzon State University (SLSU), formerly known as Southern Luzon Polytechnic College (SLPC) is a public non-sectarian educational institution with eight campuses spread all over the province of Quezon. Its main campus is located at the Municipality of Lucban, a town sitting at the foot of Mount Banahaw in the province of Quezon, Philippines.

The University has been recognized by the Professional Regulation Commission as one of the most competitive Universities in the country as perceived from its passing rate in different professional examinations particularly in Nursing, Education, Engineering and Forestry.

The University submits to periodic accreditation through the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) to ensure that its academic programs maintain quality standards. True to its vision, the University advocates not only the provision of quality tertiary education in the region, but the promotion of a healthy environment through its protection and management of Mt. Banahaw. (http://en.wikipedia.org/wiki/Southern _Luzon _State_ University 05Sept2012)

The Southern Luzon State University based on 2013 GAD Accomplishment report conduct gender sensitivity training/seminar and orientation, women's productivity and wellness, train man and women of Agta Community utilizing their resources in tambo making, medical check-up of children and feeding program

Rizal Technological and Polytechnic Institute (RTPI) was converted into a tertiary institution. On March 1, 1995, Republic Act Number 7933 converted RTPI into a state college known as Rizal Polytechnic College (RPC). The College has an extension campus in Cainta, Rizal which was opened in 1999. With the passage of Republic Act Number 9157 on June 2001 which lapsed into law on August 11, 2001, the University of Rizal System (URS) was established by integrating the Rizal State College, Rizal Polytechnic College and Rizal Technological University Antipolo Annex.

The University of Rizal System is envisioned to be the leading university in human resources development, knowledge and technology generation and environmental stewardship and their mission are committed to nature and produce upright and competent graduates and empowered community through relevant and sustainable higher professional and technical instruction, research, extension and production services in Region IV. (http://en. wikipilipinas.org/index .php?title=University_of_Rizal_Systemretrieved7Sept12)

However, the President of the University of Rizal System shares a presentation among the representatives, members and guests from different line agencies and institutions in the region in the first quarterly meeting at the Commission on Population Regional Office IV-A in Mandaluyong City. The Director of POPCOM suggested that URS will serve as the Regional GAD Resource Center in CALABARZON.

Gender and Development (GAD) initiatives as a means to eliminate gender bias and abuses against women will be pursued. The RDC Sub-Committee on GAD and the Regional GAD Resource Center (GRC) based at the University of Rizal System (URS) shall spearhead the mainstreaming of GAD in planning, implementation, monitoring and evaluation activities of regional line agencies (RLAs) and LGUs. (PIA,CALABARZON, 2012)

Currently, the Regional GAD Resource Center known as the CALABARZON GAD Resource Center continuously promote gender sensitivity and responsiveness not only in URS but also to its partner agencies such as Regional Line Agencies, Local Government Units, State Universities and Colleges and Non-Government Organizations not only in CALABARZON but also in other regions by providing Gender Sensitivity Training, Seminar Workshop on

GAD Mainstreaming, Planning and Budgeting, GAD Curriculum Integration, Gender Analysis and related technical assistance.

The State Universities and Colleges in the CALABARZON respond to the Implementing Rules and Regulations of the Republic Act 9710 also known as the Magna Carta of Women 2009 which was signed on March 2010.

Figure 2:- Location Map of State Universities and Colleges in CALABARZON.

Legend:
BSU: Batangas State University
CvSU: Cavite State University
LSPU: Laguna State Polytechnic University
SLSU: Southern Luzon State University
URS: University of Rizal System

Subject of the Study:
The respondents of the study were the 50 selected faculty, 25 staff members, 25 personnel members, 5 GAD coordinators, 5 budget officers, 5 planning officers, 5 administrator, 25 students for questionnaire and 5 auditors for an interview, a total of one hundred fifty (150) from the State Universities and Colleges in Region IV-A CALABARZON.

The purposive sampling was utilized in determining the target respondents to provide the data of information needed. Table 1 shows the distribution of respondents.

Table 1:- Distribution of Respondents by State Universities and Colleges.

Respondents	Batangas State University (BSU)	Cavite State University (CvSU)	Laguna State Polytechnic University (LSPU)	Southern Luzon State University (SLSU)	University of Rizal System (URS)	Total respondents
Faculty	10	10	10	10	10	50
Staff	5	5	5	5	5	25
Personnel	5	5	5	5	5	25
GAD Coordinator	1	1	1	1	1	5
Budget officer	1	1	1	1	1	5

Planning officer	1	1	1	1	1	5
Administrator	1	1	1	1	1	5
Students	5	5	5	5	5	25
Auditor	1	1	1	1	1	5
Total Respondents						150

The table above shows seven columns which represent the state universities and colleges in CALABARZON namely Batangas State University (BSU), Cavite State University (CvSU), Laguna State Polytechnic University (LSPU), Southern Luzon State University (SLSU) and University of Rizal System (URS). The first column has eleven (11) rows representing the selected faculty, staff, personnel, GAD coordinators, budget officers, planning officers, administrators, students and auditor respondents.

Procedure of the study:
The study started after the presentation of research proposal. The researcher made a questionnaire – checklist and validated by the adviser and GAD experts. The researcher sought permission for the conduct of the study from the Dean of the Graduate School and then to SUCs President in Batangas State University at Batangas City; Cavite State University at Indang, Cavite; Laguna State Polytechnic University at Santa Cruz, Laguna; Southern Luzon State University at Lucban, Quezon; and University of Rizal System in Morong, Rizal in CALABARZON.

Through the assistance of the GAD Coordinators the questionnaires were distributed to the respondents in the study: the selected faculty, staff, personnel, GAD coordinators, budget officers, planning officers, administrators, students and a personal interview to the auditors was conducted by the researcher.

The questionnaires were collected and retrieved personally by the researcher. The data were then encoded, tallied, tabulated, analyzed and interpreted in accordance with the stated problems of the study. Based on the interpreted data, summary of findings, conclusions and recommendations, the proposed Gender and Development Intervention Program for State Universities and Colleges were develop as an outcome of the study.

Sources of Data:
The study made use of the questionnaire checklists and documentary analysis through interview from the auditor for gathering data. The questionnaire was prepared by the researcher with the assistance of the adviser and the GAD experts for face and content validation.

The researcher-made questionnaire checklist was composed of three (3) parts. Part I consisted of the statements which audit the extent of GAD implementation. Part II – A consisted of the problems met in the implementation of Gender and Development in SUCs in CALABARZON. Part II – B included the problems met and concerns in the GAD implementation among the SUCs in CALABARZON and a separate sheet of interview questions for the auditor respondents.

The Part I of the questionnaire checklist deals with the extent of GAD implementation as to program and projects, awareness and advocacy, human resource management, organizational culture, curriculum and instruction, research, extension, network and linkages, GAD budgeting and monitoring and evaluation was answered by the selected respondents using the five point scale, range, the rubric and verbal interpretation:

Scale	Range	Rubric	Verbal Interpretation
5	4.20 - 5.0	The extent of GAD are implemented at all times.	Always
4	3.40 - 4.19	The extent of GAD are implemented frequently.	Often
3	2.60 – 3.39	The extent of GAD are implemented occasionally.	Sometimes
2	1.80 – 2.59	The extent of GAD are implemented rarely.	Seldom
1	1.0 --1.79	The extent of GAD are not at all implemented.	Never

Part II:- A of the questionnaire checklist deals on the problems met in the implementation of Gender and Development program using the following scale.

The scale for Part II – B of the questionnaire checklist is about the gender concerns of the selected respondents that exist in SUCs. The questionnaire was answered by the selected respondents using the following scale:

Scale	Range	Rubric	Verbal Interpretation
5	4.20 - 5.0	The concerns in the GAD implementation are in a great level.	Extremely concerned
4	3.40 - 4.19	The concerns in the GAD implementation are in a good level.	Very concerned
3	2.60 – 3.39	The concerns in the GAD implementation are in some level.	concerned
2	1.80 – 2.59	The concerns in the GAD implementation are in smaller level.	Slightly concerned
1	1.0 --1.79	No concerns in the GAD implementation.	Not concerned

The researcher also conducted an interview to the auditor for GAD Plan and Budget and Accomplishment Report.

Statistical Treatment:
The following statistical tools were utilized to answer the problems presented:
Mean was applied to determine the extent of GAD implementation among the SUCs in CALABARZON with respect to program and projects, awareness and advocacy, human resource management, organizational culture, curriculum and instruction, research, extension, network and linkages, GAD budgeting and monitoring and evaluation.

One-Way Analysis of Variance (ANOVA) was used to determine the significant difference on the extent of GAD implementation among the SUCs in CALABARZON.
Mean was used to determine the problems met and concerns in the GAD implementation among the SUCs in the

Scale	Range	Rubric	Verbal Interpretation
5	4.20 - 5.0	The problems in the GAD implementation are met in a great level.	Extremely serious
4	3.40 - 4.19	The problems in the GAD implementation are met in a good level.	Very serious
3	2.60 – 3.39	The problems in the GAD implementation are met in some level	Serious
2	1.80 – 2.59	The problems in the GAD implementation are met in smaller level	Slightly serious
1	1.0 --1.79	The problems are not met in the GAD implementation.	Not serious

CALABARZON.

Chapter 4
Presentation, analysis and interpretation of data:
This chapter deals with the presentation, analysis and interpretation of data gathered on the Gender and Development Audit the State Colleges and Universities in CALABARZON.
The presentation of the findings among the state universities and colleges (SUCs) in CALABARZON by the selected faculty, staff, personnel, GAD coordinator, budget officer, planning officer, administrative officer, students and auditors on GAD Audit with respect to programs and projects, awareness and advocacy, human resource management, organizational culture, curriculum and instruction, research, extension program, network and linkages, GAD budgeting and monitoring and evaluation system.

The Extent of GAD Implementation among SUCs in CALABARZON with respect to Programs and Projects, Advocacy and Awareness, Human Resource Management, Organizational Culture, Curriculum and   Instruction, Research, Extension Program, Network   and Linkages, GAD Budgeting, and Monitoring and   Evaluation System

Table 2 on the next page presents the extent of GAD implementation among the SUCs in CALABARZON with respect to programs and projects.

The findings shows that SUCs A, B and D in terms of the creation of GAD Focal Person or Committee; giving appointment through office order to the GAD Focal Person; full support and active participation of key officials, faculty members and staff and proper coordination between the GAD Focal Person/

Table 2:- Computed Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to GAD Programs and Projects.

	GAD Programs and Projects	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	The GAD Focal person/ Committee are created to coordinate and ensure the implementation of gender-related programs and projects in the university.	4.42	A	4.32	A	3.84	O	4.62	A	4.10	O	4.22	A
2.	They are given appointment through Office Order where their roles and functions are explicitly stated.	4.21	A	4.26	A	3.77	O	4.46	A	3.93	O	4.09	O
3.	They are trained to enhance their capability in the implementation of gender-related programs, projects and activities.	4.19	O	4.24	A	4.00	O	4.77	A	4.03	O	4.18	O
4.	They can provide technical assistance and gender-related training to other clients of the university.	4.31	A	4.15	O	3.73	O	4.62	A	4.07	O	4.12	O
5.	Key officials, faculty members and staff give their full support and actively participate in the implementation of gender- related programs and projects.	4.30	A	4.32	A	4.03	O	4.23	A	4.00	O	4.18	O
6.	There is proper coordination between the GAD Focal Person/ Committee and university key officials with regards to the implementation of gender-related programs and projects.	4.24	A	4.24	A	4.07	O	4.38	A	4.00	O	4.16	O
7.	The formulation of GAD plans and budget of the	4.42	A	4.06	O	3.73	O	4.00	O	3.83	O	4.02	O

	university involves not only the GAD Focal Person/Committee but also other key officials, selected faculty members, staff and students.											
8.	There is strong partnership between the GAD Focal Person/Committee of the university and other GAD experts and advocates who can provide technical assistance and relevant information.	4.39	A	4.06	O	3.74	O	4.46	A	3.87	O	4.06	O
9.	There is functional GAD office or resource center with collections of gender-related data, references and materials, office equipment, furniture, bulletin board, etc.	4.09	O	3.76	O	3.71	O	4.54	A	3.27	O	3.79	O
10.	Integrate or mainstream GAD into the core or regular program of the university.	4.00	O	3.85	O	3.81	O	4.15	O	3.63	O	3.86	O
11.	Adopt and replicate gender-responsive programs considered as effective strategy in empowering women.	4.09	O	4.12	O	4.06	O	4.38	A	3.72	O	4.04	O
	Average	4.24	A	4.13	O	3.87	O	4.42	A	3.86	O	4.11	O

Legend:
A – Always
O – Often

Committee and university key officials with regards to the implementation of gender-related programs and projects were implemented "always".

It can also be seen that SUCs A and D "always" provides technical assistance and a strong partnership between GAD Focal Person/Committee of the university and other GAD advocates who can provide technical assistance and relevant instruction.

While SUC D has a functional GAD office or resource center with collections of gender-related data references and materials, office equipment, furniture, bulletin board, adopt and replicate gender-responsive programs which consider as effective strategy in empowering women while in the formulation of GAD plans and budget of the university SUC A involves not only the GAD Focal Person/Committee but also other key officials, selected faculty members, staff and students which resulted to "always".

However, with regards to integration of GAD mainstreaming in the core or regular program of the university and also in other programs and projects SUCs A, B, C, D and E revealed an "often" implementation.

The results implied that there is frequent implementation of GAD programs and projects among SUCs in CALABARZON as one of the core priorities of the Commission on Higher Education. The participation of key officials, faculty members, students and members of the academe helps the GAD Focal Person/Committee in programs and projects for the betterment of the government institutions in response to national goals and objectives as well as the Millennium Development Goal. The SUCs ensure the implementation of gender-related programs, projects and activities. Strong partnership is necessary between the GAD Focal Person/Committee and other GAD experts to provide technical assistance and share relevant information.

In this regard, the findings of Duterte (2009) in his study, described that GAD is implemented in terms of trainings , livelihood assistance and support services provided. Likewise, Ceballo (2012) added that the Division of Rizal Department of Education Office provides GAD training and capacity development support to the School Heads and teachers in the Division.

However, in 2005, UNDP conforms that despite of positive steps in support of measuring gender mainstreaming activity, gender headquarters, appointment of regional gender advisers, the establishment of a system of gender focal points and the establishment of trust funds that support gender mainstreaming activities these measures, gender mainstreaming has not become visible and explicit in all activities of UNDP. (www.undp.org/eo/.../Gender Evaluation-Brief.doc)

However, Cabanting (2005) measures the regularity of GAD programs and projects which is one of the aspects in the present study. She concluded that there were programs and projects that were often, sometimes and never conducted.

Table 3 on the next page presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to advocacy and awareness.

Table 3:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Advocacy and Awareness.

		A		B		C		D		E		Overall	
	Advocacy and Awareness	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**
1.	There is an increased awareness and understanding of GAD , its legal basis and, mandates, gender issues and concerns, etc.	4.15	O	3.88	O	3.90	O	4.46	A	3.69	O	3.96	O
2.	There is continuous advocacy in educating the faculty members, staff and students on laws protecting the rights of women like Magna Carta of Women, Violence Against Women and their Children (VAWC), Anti-Sexual Harassment Law, Anti-Discrimination Law, etc.	4.09	O	4.26	A	3.90	O	4.23	A	3.83	O	4.05	O
3.	Conduct lecture forum and related activities to commemorate women's month celebration and invite women participants not only in the university	4.06	O	4.24	A	4.13	O	4.23	A	3.77	O	4.07	O

#													
	but from other partner agencies like LGUs, NGOs and POs .												
4.	Enhance GAD awareness and skills of other groups and other advocacies supporting GAD efforts.	4.19	O	4.18	O	3.77	O	4.23	A	3.93	O	4.04	O
5.	Help improve the inter-agency and inter-sectoral collaboration on GAD.	3.88	O	4.15	O	3.61	O	4.15	O	3.60	O	3.85	O
6.	Increased capacity to mainstream GAD activities as evidenced by the presence of trained personnel, gender advocates, and GAD technical information, tools and resource materials.	3.79	O	4.06	O	3.84	O	4.08	O	3.75	O	3.88	O
7.	Improve responses to gender issues by providing GAD education program, reproductive health program, programs for the protection of VAW victims.	3.97	O	3.88	O	3.61	O	4.23	A	3.50	O	3.79	O
8.	The guidance office of the university helps students explore all vocational interests, not only those traditionally associated with their gender.	3.79	O	3.85	O	3.84	O	3.85	O	3.36	St	3.73	O
9.	9Provide counseling and other iiintervention programs for the victims of gender-related violence.	3.58	O	3.74	O	3.68	O	3.92	O	3.29	St	3.61	O
	Average	**3.94**	**O**	**4.03**	**O**	**3.81**	**O**	**4.15**	**O**	**3.62**	**O**	**3.89**	**O**

Legend:
A - Always
O - Often
St - Sometimes

The table shows that only SUC D "always" implemented awareness and understanding of GAD its legal basis and mandates gender issues and concerns; enhance GAD awareness and skills of other groups and other advocacies supporting GAD efforts and improve responses to gender issue by providing

GAD education program, reproductive health program and programs for the protection of VAW victims.
It is also reflected that SUCs B and C has continuous advocacy in educating the faculty members, staff and students on laws protecting the rights of women like Magna Carta of Women Violence Against Women and their Children (VAWC) Anti-Sexual Harassment Law, Anti-Discrimination and they were also conducted forum and related activities to commemorate women's month celebration and invite women participants not only in the university but from other partner agencies like LGUs, NGOs and POs. The data also show that the guidance office of the university in SUC E help students explore all vocational interests, not only those traditionally associated with their gender and

it also provides counselling and other intervention programs for the victims of gender-related violence which verbally interpreted as "sometimes".

The rest of the data on advocacy and awareness among SUCs were verbally interpreted as "often".

The data implied that the SUCs in CALABARZON develop GAD advocacy and awareness in GAD programs not only those who are in academic community but also in the global community. Information dissemination is conducted by the SUCs that involve education, health and legal rights of women like the Magna Carta for Women, Violence Against Women and their Children, . Anti-Sexual Harassment Law, Anti-Discrimination Law and other gender-related laws.

The findings of this study was supported by Ceballo (2012) that the Division of Rizal promote awareness on the important roles of male and female in the educational process.

Hence, UNDP's (2005) gender mainstreaming mandate includes advocacy work on gender equality with governments and civil society that the extent of UNDP offices responsibility varies considerably from country to country. The opportunities that arise in a particular country context is due to the capability of UNDP staff to seize these opportunities. Some staff feels they lack the necessary expertise in gender mainstreaming to play an advocacy role. In some countries UNDP is seen as the leader in advocating for gender.

Likewise, the Evaluation Brief recommends among others to Strengthen advocacy, partnerships and networks. UNDP should strengthen UN system partnerships and networks at the country level for advocacy and joint programmes, with Resident Representatives providing leadership, and make use of local gender expertise and capacity. (www.undp.org/eo/.../Gender Evaluation- Brief.doc).

Table 4 on the next page presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to human resource management.

Based on the data, it can be gleaned that SUCs A, B & D allow faculty members and staff to participate in conference, seminar-workshop, trainings and

Table 4:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Human Resource Management.

	Human Resource Management	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	Consider GAD in the formulation of faculty and staff development program.	3.82	O	4.21	O	3.71	O	3.92	O	3.31	St	3.79	O
2.	Encourage faculty members and staff to support and participate on GAD seminars and trainings.	4.06	O	4.18	O	4.03	O	4.15	O	3.76	O	4.03	O
3.	Collect data of key officials, faculty members, and staff and disaggregate them according to their gender (female or male).	3.82	O	4.00	O	4.03	O	3.92	O	3.53	O	3.86	O
4.	Provide performance evaluation feedback to both female and male faculty members and staff.	3.94	O	3.97	O	4.00	O	3.67	O	3.40	O	3.82	O

5.	Hire additional staff or personnel to work in the GAD office/center and facilitate in the execution of gender-related programs, projects and activities.	3.88	O	3.85	O	3.45	O	3.17	O	3.33	St	3.60	O
6.	Allow faculty members and staff to participate in conference, seminar-workshop, trainings and other enhancement program activities regardless of their gender.	4.42	A	4.38	A	4.13	O	4.23	A	3.93	O	4.23	A
	Average	3.99	O	4.10	O	3.90	O	3.83	O	3.55	O	3.89	O

Legend:
A – Always
O – Often
St – Sometimes

other enhancement program activities regardless of their gender which verbally interpreted as "always". SUC B "always" considered GAD in the formulation of faculty and staff development program while SUC E implemented it as "sometimes".

The table also shows that SUC E has a verbal interpretation of "sometimes" in hiring additional staff or personnel to work in the GAD office/center and facilitate in the execution of gender-related programs, projects and activities unlike SUC A, B, C and D dominates the verbal interpretation of "often" .

The extent of GAD implementation among the SUCs in CALABARZON with respect to human resources management has verbal interpretation of "often".

The data implied that SUCs in CALABARZON have a high regards in allowing their human resources to participate in a GAD related activities such as faculty and staff development program, training, conference, and seminar-workshop regardless their gender. Human resource management provide performance evaluation feedback to both female and male faculty, thus, every individual will feel free from any inequalities and with quality performance on any GAD programs, projects and activities

Schermerhorn (2005) supported the findings of this study, he found out that the process of human resource management, or HRM, involves attracting, developing, and maintaining a talented and energetic workforce to build organizational performance capacity by raising human capital, to ensure that highly capable and enthusiastic people are always available. Development of quality workforce involves employee orientation, training and development, performance appraisal, and maintaining a quality workforce involves career development, work-life balance, compensation and benefits, retention and turnover, and labor-management relations.
On the other hand, the Evaluation of Gender Mainstreaming of UNDP (2005) recommends that knowledge of gender mainstreaming should be made a required competence in the recruitment of new staff. Competence assessments of Resident Representatives and Resident Coordinators should address their gender expertise. UNDP should strengthen the capacity of staff through targeted, systematic and action-oriented training.

However, from the memorandum issued by the MTRCB , it requires all media organizations and corporations to integrate into their human resource development components the regular training on gender equality and gender-based discrimination, create and use gender equality guidelines in all aspects of management, training, production, information, dissemination, communication, and programming with the cooperation of all schools of journalism, information, and communication, as well as the national media federations and associations. (PIA, CALABARZON, 2012)

Table 5 on the next page presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to organizational culture.

The finding shows that SUCs B and D with the support of the university key officials, faculty members, staff and students enhance the commitment of the GAD Focal Person/Committee to help sustain the implementation of gender-related program; equal participation of both female and male constituents in decision and policy making in the university are ensured and the university promote equal opportunities to both male and female constituents by minimizing gender bias and discrimination were "always" implemented.

Table 5:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Organizational Culture.

	Organizational Culture	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	The support of the university key officials, faculty members, staff and students on GAD enhanced the commitment of the GAD Focal Person/ Committee to help sustain the implementation of gender-related program.	4.18	O	4.21	A	4.03	O	4.25	A	3.60	O	4.04	O
2.	Equal participation of both female and male constituents in decision and policy making in the university are ensured.	4.00	O	4.29	A	3.90	O	4.23	A	3.73	O	4.01	O
3.	The university promotes equal opportunities for both male and female constituents by minimizing gender bias and discrimination.	4.18	O	4.24	A	4.13	O	4.31	A	3.93	O	4.14	O
4.	The university promotes the use of gender fair language in their formal and informal communication.	3.97	O	4.12	O	4.03	O	3.85	O	3.87	O	3.99	O
5.	Counseling and stress debriefing activities are conducted to the victims of gender related violence.	3.67	O	3.91	O	3.77	O	3.83	O	3.38	St	3.70	O
6.	Women and girls cease to be vulnerable to sexual harassment and gender-related violence inside schools due to lack of safe and gender responsive teaching learning environment.	3.63	O	3.73	O	3.55	O	3.82	O	3.20	St	3.56	O
7.	Opportunities for training and scholarship are equally accessible to female and male faculty members, staff and students.	4.15	O	4.00	O	3.90	O	3.92	O	3.73	O	3.95	O
	Average	3.97	O	4.07	O	3.92	O	4.03	O	3.63	O	3.92	O

Legend:
A – Always
O – Often
St – Sometimes

The data also reflect that SUC E conducted counseling and stress debriefing activities to the victims of gender-related violence and women and girls cease to be vulnerable to sexual harassment and gender-related violence inside schools due to lack of safe and gender responsive teaching learning environment, which verbally interpreted as "sometimes" implemented.

The extent of GAD implementation among the SUCs in CALABARZON with respect to organizational culture is verbally interpreted as "often"

The data implied that the SUCs in CALABARZON with respect to organizational culture are committed in implementing the GAD programs and projects. The key officials, faculty members, staff and students supported the GAD Focal Person/Committee in the sustenance of gender-related programs. The SUCs ensured the participation of both female and male constituents in decision and policy making in the university. The SUCs are also directed in activities like minimizing gender bias and discrimination that gives the university an atmosphere of gender sensitive and friendly community.

According to Schermerhorn (2005) organizational culture is the system of shared beliefs and values that develops within an organization and guides the member behaviors, it is a key aspect of any organization and work setting. The best organizations are likely to have culture that are performance oriented, emphasize teamwork, allow for risk taking, encourage innovation, and make the well- being of people a top management priority. It is a set of principles emphasizing ambition, respect for ideas, open communication, work enjoyment, harmony and hard work.

Furthermore, Kinichi (2006) added that Edgar Schein, organizational culture, is the "social glue" that binds members of the organization together.

Culture can vary considerably, with different organizations having differing emphases on risk taking, treatment of employees, teamwork, rules and regulations, conflict and criticisms, and rewards.

However, Schaeffer (2008) defined culture as the totality of learned, socially transmitted customs, knowledge, material objects, and behavior. It includes the ideas, values, and artifacts of groups of people.

Hence, Ordoñez (2004) explained that Organization culture is the atmosphere existing within an organization resulting from its various competencies like mission, goals, structure, resources, technology, relationships and clientele. Top management is generally the purveyor or organization culture and the work force unconsciously just imbibes, it sometimes grudgingly if some aspects go against their grain of values and expectations. Corporate cultures served as potent influences on managerial behavior. This exclusive aspect which is linked strongly with strategic success or failure has to be evaluated closely and periodically. Managing corporate culture is a complex and long process involving coordinated efforts by top leadership which is very visible to their subordinates. Executives must change their behavior and through role modeling send signals to their constituents. If the culture is not what its organization members want, it can be turned around to fit the mission and vision, strategy, structure, resources and technology of the organization. The well runs corporations have developed cultures that are distinctive and responsible for creation, implementation and maintenance of their world leadership positions.

Moreover, the UNDP (2005) report stated that gender mainstreaming has not been visible and explicit. Implementation has suffered from confusion about what gender mainstreaming means and how to apply it. Inadequacies in leadership, commitment and financial resources have limited UNDP's ability to fully integrate gender equality considerations at all levels of the organization and in all activities. With committed leadership, clear strategies, increased expertise, and coherent institutional support, gender mainstreaming is achievable.

Table 6 on the next page presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to curriculum and instruction.

The data reflect that in the seminar-workshop conducted on gender-fair learning and elimination of gender bias in the classroom, SUC B verbally interpreted it as "always" while SUC D "always" implemented the conduct of information campaigns on gender-responsive education.

With a verbal interpretation of "sometimes" SUC E conduct information campaigns on gender-responsive education; faculty members initiates the development of instructional materials, modules or work text with GAD concepts;

promotes gender fair instructions in different subjects and the university library and/or GAD resource center have books about the contributions of women in society, science, mathematics and technology and also update, non-biased, non-stereotypical resource materials.

The result indicates that the extent of GAD implementation among the SUCs in CALABARZON with respect to curriculum and instruction were "often".

Table 6:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Curriculum and Instruction.

	Curriculum and Instruction	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	Conducts seminar-workshop on gender-fair learning and elimination of gender bias in the classroom.	4.06	O	4.32	A	3.63	O	3.92	O	3.57	O	3.91	O
2.	Disseminate to faculty members some strategies to promote equality among all students and how to integrate gender concepts in the curriculum.	3.91	O	4.15	O	3.77	O	3.69	O	3.41	O	3.81	O
3.	Encourage faculty members to review their lessons and revise those topics that continue to promote advocacy against gender bias, stereotypes and inequality.	3.76	O	4.18	O	3.57	O	3.54	O	3.48	O	3.74	O
4.	The courses offered by the university provide opportunities for expanding the roles and career options of female and male students.	3.85	O	4.06	O	3.73	O	3.92	O	3.57	O	3.82	O
5.	Conduct information campaigns on gender-responsive education.	3.97	O	3.91	O	3.83	O	4.23	A	3.30	St	3.81	O
6.	The GAD Focal Person/ Committee initiates the development and validation of gender sensitive instructional materials.	3.91	O	3.79	O	3.57	O	3.85	O	3.48	O	3.71	O
7.	There are faculty	3.76	O	4.00	O	3.63	O	3.69	O	3.24	St	3.68	O

	members who initiates the development of instructional materials, modules or work text with GAD concepts.										
8.	Promote gender fair instructions in different subjects.	3.61	O	4.15	O	3.57	O	3.69	O	3.38	St	3.69	O
9.	The university library and/or GAD resource center have books about the contributions of women in society, science, mathematics and technology and also updated, non- biased, non- stereotypical resource materials.	3.70	O	4.03	O	3.60	O	4.00	O	3.32	St	3.71	O
10.	The university is committed to support the development of policy and standards for gender-responsive curricula and instructional materials.	4.00	O	4.12	O	4.00	O	3.69	O	3.59	O	3.91	O
	Average	3.85	O	4.07	O	3.69	O	3.82	O	3.42	O	3.77	O

Legend:
A – Always
O – Often
St – Sometimes

The data implied that there is a frequent practice in curriculum and instruction among the state, universities and colleges with regards to the conducts of seminar-workshop on gender-fair learning and elimination of gender bias in the classroom. Some strategies were disseminated to faculty members to promote equality among all students and integrate gender concepts in the curricula. Students should be guided with proper curriculum with the end in view which is concern with students' academic but also in gender development. Hence, further development of gender-sensitive instructional materials, modules or work-text and updating the books about the contributions of women in society, science, mathematics and technology in the library and/or in GAD Resource Center will meet the challenges of the global education and society.

In this regard, Aquino (2009) cited that the curriculum itself must be dynamic and ever responsive as new challenges and opportunities in our society, as well as in the global environment, arise. No one can safely or comfortably assume that a curriculum which is adequate in one period of time will also be adequate in another. Two factors support this viewpoint: the first pertains to the demands on education made by a changing society; the second pertains to the demands made by the changes and developments in organized knowledge.

Teachers can be quite empowered by the knowledge and skills in designing curriculum that is at times transmissive, and other times transactive or transformative. A transmissive orientation typically means that information is transmitted from teacher to students.

However, Patesan and Bumbuc (2010) stated that changes in society tend to immediately require corresponding changes in the curriculum of higher education institutions because it is the end of formal education and the last opportunity for entry into the world of work. There are several ways of reforming, designing and structuring the curriculum. These include adding programs, defining important competencies of performances, merging content with pedagogy, and maybe the most important developing professional teachers. Any curriculum reform is based on a policy framework which should include the purpose and objectives of the reform, the curriculum structure, the

curriculum standards, the learning and teaching process, the development of instructional materials, the evaluation system, the teacher preparation and development and finally the implementation of the curriculum reform. It is common knowledge that the curriculum will not be changed unless the society moves forward and gets a step ahead. Conversely, improved curriculum can help move society forward. In addition, a curriculum cannot be helpful unless it meets the needs of the society.

Moreover, a crucial dimension of gender-aware educational intervention and innovation is targeting those sections of populations who most require attention. It enables the families and communities to view a new light, and to see the value of investing in their futures. (Subrahmanian, 2006)

Table 7 on the next page presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to research.

The findings show that only SUC E has a verbal interpretation of "sometimes" on considering the results of gender-related research studies conducted in the formulation of GAD activities particularly in capability building, seminars, trainings and extension program; conduct research studies to determine the prevailing gender issues confronted by the faculty members, staff and students of the university and other clients; gather and establish baseline data on gender-biased violence and other discriminatory cases and use them as basis for the formulation of CODI (Committee on Decorum and Investigation) for

Table 7:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Research.

	Research	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	GAD Focal Person/ Committee members initiates the conduct of gender-related research studies.	4.06	O	4.03	O	3.97	O	4.00	O	3.46	O	3.91	O
2.	Faculty members and students are encouraged and assisted in conducting research studies on women's issues, gender-related violence and other concerns confronting marginalized groups.	3.76	O	3.88	O	3.67	O	4.17	O	3.50	O	3.75	O
3.	Consider the results of gender-related research studies conducted in the formulation of GAD activities particularly in capability building, seminars, trainings and extension program.	3.91	O	3.97	O	3.80	O	4.08	O	3.38	St	3.80	O
4.	Conduct research studies to determine the prevailing gender issues confronted by the faculty members, staff and students of the university and other clients.	3.76	O	3.85	O	3.70	O	3.83	O	3.14	St	3.65	O
5.	Gather and establish baseline data on gender-based violence and other discriminatory cases and use them as basis for the	3.58	O	3.97	O	3.57	O	3.77	O	3.11	St	3.59	O

	formulation of CODI (Committee on Decorum and Investigation) for sexual harassment and gender-related violence.											
6.	Initiate research studies to identify gender biases and stereotypes that are still embedded in the curriculum, Instructional materials and methods.	3.64	O	3.97	O	3.63	O	3.77	O	3.18	St	3.64	O
	Average	3.78	O	3.94	O	3.72	O	3.90	O	3.29	St	3.72	O

Legend:
A – Always
O – Often
St – Sometimes

Sexual harassment and gender-related violence, and initiate research studies to gender biases and stereotypes that are still embedded in the curriculum instructional materials and methods.

The data concluded that the extent of GAD implementation with respect to GAD Research was "often" implemented among SUCs in CALABARZON.

The data implied that the SUCs GAD Focal Person/Committee in CALABARZON initiated the conduct of gender-related research. The conduct of research studies on women issues, gender-related violence and other concerns confronting marginalized groups by faculty members and students were encouraged and assisted by the SUCs. The data gathered on gender-based violence and other discriminatory cases serve as input in the formulation of Committee on Decorum and Investigation which will be resulted to a gender free discrimination higher educational institution.

In this regard, Calmorin (2004) define research as a scientific investigation of phenomena which includes collection, presentation, analysis, and interpretation of facts that link's man's speculation with reality.

Moreover, in the study of Nedamo (2012), it shows that a great majority of the faculty-respondents had research experience. From all the HEIs, CvSU garnered the highest percentage, followed by LSPU and BSU. Most of the research dwells on socio-economic, including education. However, they are funded by individual researcher or by the university. Only eight percent received funding from national government agencies. The faculty respondents usually received benefits in either in monetary form, reduced workload and supplies and materials.

She added that the findings of her study supported the findings of earlier studies which found that there is little research productivity level among the HEIs. She recommended that a strong sense of appreciation and encouragement for faculty-researchers should be done by their respective universities, as well as CHED. It is apparent in the study that those who receive recognition and benefits are those who are likely to pursue research. The support from their colleagues and their self-productivity and self-efficacy and thus , would likely result to a more productive faculty in the area of research.

Hence, the Commission on Higher Education (CHED) has provided policies and mandates that are largely geared towards the improvement of research productivity. The HEIs in the country have responded in varied ways to the call for a stronger research orientation among the universities. A conceptual framework of research culture was developed in order to analyze the dynamics of the interaction of the policies and mandates of the CHED, the practices of HEIs in relation to developing a research orientation in their institutions, and the perspectives of faculty who are tasked to do research along with their other functions (i.e., teaching and community service). Forty faculty members from 14 universities and colleges in the country responded to a survey questionnaire and 10 were interviewed using open-ended questions. The study found that the faculty did not consider any of the aspects of research culture in their institutions as being strong. They deemed the following indicators of research culture as present only to a moderate extent: the impact of research, administrative practices, inter-institutional collaboration,

institutional research strategy, financial reward system, infrastructure, the presence of ethical policies, and the availability of research funding. The faculty further perceived that factors necessary for improving research productivity include: time, strong belief in research endeavor, faculty involvement, positive group climate, working conditions and organizational communication, decentralized research policy, research funding, and clear institutional policy for research benefits and incentives. As a result of these findings, the study recommends that developing a research culture should take into account the dynamics of the interaction of the trifocal function of HEIs, the researcher's mind, and the body of institutional policy. (Clemena & Acosta,2007)

Table 8 below presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to extension program.

Table 8:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Extension Program.

	Extension Program	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	Gender Sensitivity Training is part of the extension program provided by the university to selected groups in the community.	4.13	O	4.29	A	3.83	O	3.85	O	4.34	A	4.12	O
2.	The GAD Focal Person/Committee of the university serve as GAD trainers to other government agencies, Local Government Units and other organizations.	4.03	O	4.12	O	3.67	O	4.54	A	4.17	O	4.05	O
3.	Gender based data are considered in the implementation of extension program.	3.97	O	4.06	O	3.77	O	3.92	O	4.10	O	3.97	O
4	Sustainance of livelihood programs and projects to the women in the selected community is one of the priorities on GAD.	4.00	O	3.97	O	3.83	O	3.69	O	4.23	A	3.98	O
5	Extension programs and projects of the university recognize and address the needs of both women and men.	4.19	O	4.32	A	4.03	O	4.23	A	4.17	O	4.19	O
6.	Sustainance of livelihood programs and projects to the women in the selected community is one of the priorities on GAD.	3.97	O	4.15	O	3.97	O	3.92	O	4.17	O	4.05	O
	Average	4.05	O	4.15	O	3.85	O	4.03	O	4.19	O	4.06	O

Legend:
A – Always
O – Often
St – Sometimes

Based on the data on the table there is uniformity among the SUCs in considering gender based data in the extension program and ensures that extension programs have gender equality outputs which is verbally interpreted as "often".

SUCs B and E "always" provided the Gender Sensitivity Training to selected groups in the community. SUC D indicates that the GAD Focal Person/Committee of the university serve as GAD trainers to other government agencies, Local Government Units and other organizations and the extension programs and projects of the university recognize and address the needs of both women and men and verbally interpreted as "always".

The results indicate that the extent of GAD implementation among the SUCs in CALABARZON with respect to extension was verbally interpreted as "often".

The data implied that the SUCs in CALABARZON through the GAD Focal Person/Committee serve as trainers in the community by giving Gender Sensitivity Training to selected groups as part of their extension programs. Gender Sensitivity Training should be given to all from the head of office to students and community. Everybody will develop a sense of awareness on the program and projects of the GAD community. The SUCs extension program sustain the livelihood programs and projects to women but there is a need to recognize the needs of both men and women for the gender equality output.

The CHED Rationalization of HEIs and Programs within a moratorium period on the opening of new programs especially in oversubscribed disciplines lay the foundation for a more efficient and effective system in delivering quality public higher education services and for a more flexible regulatory framework for private higher education provision.

However, CHED supports the conduct of Research Development and Extension aimed at generating, adapting and transferring or applying new knowledge and technologies for improving productivity and livelihood, promoting peace, empowering women, protecting the environment, reducing disaster devastation, and alleviating poverty. While Gender and Development (GAD) Programs includes advocacy and gender sensitivity activities to promote gender parity in education, equal access to scholarships by both genders, and interventions to assist female students with extreme personal situations that prevent them from completing their higher education.

In extension, a household is conceptualized as a programme unit. A household consists of individuals working in similar ways towards a common goal under the leadership of a male head. However, in reality the household is a much more complex and dynamic social entity. While it is useful to draw attention to the fact that there is division of labour along gender lines and it has profound implications for the organization of agriculture, men's and women's responsibilities and privileges vary along socio-cultural and socioeconomic lines specific to a particular time and place. The key role played by women in agriculture in the past was generally not acknowledged in government data and decision-making. This situation has changed over the last two or three decades, and much has been achieved in giving recognition to the importance of women in the agricultural sector. Gender mainstreaming is the current global approach in advancing gender equality and equity. At the level of national government there is a move towards incorporating a gender perspective into policies, plans, programmes and projects to ensure that these impact on women and men in an equitable way. (Haramaya)

Table 9 on the next page presents the extent of GAD implementation among the SUCs in CALABARZON with respect to network and linkages.

In reference from the table, it shows that SUC D GAD Focal Person/Committee "always" established network and linkages with GAD experts, advocates, NGOs and POs during GAD summit, conference, training workshop etc.; conduct institutional visit or bench-marking activity to those institutions, agencies and/or organizations with best practices on GAD, accommodate GAD advocates from other government agencies and non-government organizations who would like to visit the GAD office/center and interact with the university GAD Focal Person/Committee and other concerned.
Strengthening partnership and collaboration with LGUs and other civic society group for the success of GAD efforts both SUC D and SUC E "always" implemented it while and an "often" implementation by SUC A, B and C.

Constant communication and coordination with partners and targets through meetings, feedback sessions, newsletter, etc. and on the purchase and acquisition of gender resource materials that are user friendly through donations, it was "often" implemented by all SUCs in CALABARZON.

Table 9:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Network and Linkages.

		A		B		C		D		E		Overall	
	Network and Linkages	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**
1.	GAD Focal Person/Committee establishes network and linkages with GAD experts, advocates, NGOs and POs during GAD summit, conference, training workshop, etc.	3.84	O	4.18	O	3.73	O	4.42	A	4.17	O	4.02	O
2.	Conduct institutional visit or benchmarking activity to those institutions, agencies and/or organizations with best practices on GAD.	3.97	O	4.09	O	3.57	O	4.33	A	4.00	O	3.95	O
3.	Accommodate GAD advocates from other government agencies and non-government organizations who would like to visit the GAD office/center and interact with the university GAD Focal Point/ Committee and other concerned.	4.00	O	3.91	O	3.73	O	4.33	A	4.03	O	3.96	O
4.	Strengthen partnership and collaboration with LGUs and other civic society group for the success of GAD efforts.	4.06	O	4.03	O	3.67	O	4.42	A	4.27	A	4.04	O
5.	Communicate/coordinate constantly with partners and targets through meetings, feedback sessions, newsletters, etc.	4.13	O	4.03	O	3.70	O	4.08	O	3.97	O	3.97	O
6.	Purchase and acquire through donations gender resource materials that are user-friendly.	3.81	O	3.94	O	3.70	O	4.00	O	3.71	O	3.82	O
	Average	3.97	O	4.03	O	3.68	O	4.26	A	4.01	O	3.96	O

Legend:
A – Always
O – Often
St – Sometimes

The table shows that the extent of GAD Implementation between network and linkages among the SUCs in CALABARZON with respect to network and linkages was verbally interpreted as "often".

This study implied that the state, universities, and colleges in the CALABARZON established a GAD network and linkages from different organization like the Non-Government Organization and Private Organization in conducting a GAD summit, conference, training, workshop and others. The success of SUCs GAD efforts depends on strengthening partnership and collaboration with the LGUs and other civic groups. Constant coordination and communication with partners will come up to community solidarity in implementing GAD programs, projects and activities.

As explained by MacPhee et.al. (2009) Network and linkages can be an across organizations or partnership just like the knowledge network. It must be transparent with a common purpose which serves as a larger social identity that transcends members' specific, organizational environments. Some networks fail because different partner objectives are not adequately delineated at the start of the knowledge network. Hence, partnership implies the spirit of equality. It is compose of two big Cs – consultation and consensus. Equality refers to equal rights, equal dignity. It does not necessarily mean equality in the sharing of resources for the blossoming of the partnership. In a partnership, one party may be more blessed than the other and, therefore, is capable of sharing more than the other. Thus, partnership is likened to a relationship called mutualism in biology that both parties benefit from the relationship. (Lucido 2007)

However, creation of networks and linkages are an essential component of any development program and provide synergies for the program to build upon from a point of advantage to a point of strength. Thus, networking and linkages basically means forming formal and informal partnerships and ties with other organizations in different areas of mutual interest and/or benefits. It can be formed with multifarious organizations that share the common vision and values for social development (http://www.sgpindia.org/documents/Guidance% 20notes%20on%20Network ing%20&%20Linkages.doc).

Moreover, state, universities and colleges in CALABARZON organize networks and linkages in order to uplift activities and initiates programs to solve gender related problems and concerns. They develop partnership with government agencies like Philippine Commission on Women in giving gender sensitivity training, Technical Education Skills Development Authority in giving skills training, the Local Government Unit in supporting the activities and some non-government organizations who are willing to support the SUCs financial needs.

The Evaluation paper of UNDP (2005) recommends that UNDP should strengthen UN system partnerships and networks at the country level for advocacy and joint programmes, with Resident Representatives providing leadership, and make use of local gender expertise and capacity.(www.undp.org/eo/.../GenderEvaluation-Brief.doc)

Table 10 on the next page presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to GAD budgeting.

It can be noticed from the table that SUC B "always" consulted the responsible key officials of the university like VP for Research Development, Extension and Production, Planning Officer, Budget Officer and other concerned prior to GAD planning, budgeting and implementation by the GAD Focal Point/

Table 10:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to GAD Budgeting.

	GAD Budgeting	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	The GAD Focal Point/Committee consults the responsible key officials of the university (VP for Research Development, Extension and Production, Planning Officer, Budget Officer, and other concerned) prior to GAD planning, budgeting and	4.13	O	4.35	A	3.69	O	4.00	O	4.03	O	4.06	O

	implementation.											
2.	The GAD budget proposal is accompanied by a well conceptualized and carefully organized annual GAD plan.	4.06	O	4.18	O	3.93	O	3.91	O	3.77	O	3.99	O
3.	The GAD budget allotted by the university is sufficient for gender equality promotion and integration.	3.97	O	4.09	O	3.72	O	3.64	O	3.76	O	3.87	O
4.	The GAD budget of the university is being utilized in orientation or seminar-workshop to educate the GAD Focal Person/Committee, Planning Officer, Budget Officer, and State Auditor on the allocation of 5% GAD budget from the General Appropriations Act (GAA).	4.30	A	4.15	O	3.69	O	3.64	O	3.83	O	3.97	O
5.	The GAD budget of the university is being utilized in research development and used the results as basis for the implementation of gender-responsive programs and projects.	4.13	O	4.06	O	3.72	O	3.73	O	3.67	O	3.89	O
6.	The GAD budget of the university is being utilized in extension programs and projects that provide empowerment and livelihood programs for women and men in the community.	4.16	O	3.85	O	3.86	O	3.64	O	3.86	O	3.91	O
7.	The GAD budget of the university is being utilized in capacity development of the GAD Focal Point/ Committee such as gender sensitivity training other seminar- workshop on GAD, orientation on gender-related laws, etc.).	4.25	A	4.12	O	3.79	O	3.64	O	3.77	O	3.96	O
8.	The GAD budget of the university is being utilized in overtime pay	3.58	O	3.74	O	3.62	O	3.55	O	3.07	St	3.52	O

	of the GAD Focal Point/Committee members and other agency personnel doing gender-related works.												
9.	The GAD budget of the university is being utilized in agency programs addressing women's practical and strategic needs such as day care center, breast feeding room, crisis or counseling rooms for abused women, etc.	3.74	O	3.91	O	3.55	O	3.45	O	3.37	St	3.63	O
10	The GAD budget of the university is being utilized in consultation to GAD experts to gather inputs on GAD plan, budget and implementation.	3.90	O	3.79	O	3.55	O	3.64	O	3.59	O	3.71	O
11.	The GAD budget of the university is being utilized in payment of professional fees, honoraria and other services for gender experts/ specialist engaged for GAD related trainings and activities.	3.87	O	4.09	O	3.76	O	3.64	O	3.43	O	3.79	O
12.	The GAD budget of the university is being utilized in development, printing and dissemination of Information, Education and Communication (IEC) materials on GAD.	3.94	O	4.15	O	3.69	O	3.73	O	3.37	St	3.79	O
13.	The GAD budget of the university is being utilized in physical, mental and health fitness or stress management programs and activities for faculty members and staff.	3.94	O	4.03	O	3.38	St	3.64	O	3.41	O	3.70	O
	Average	4.01	O	4.04	O	3.69	O	3.68	O	3.61	O	3.83	O

Legend:
A – Always
O – Often
St – Sometimes

Committee:
The GAD budget of the university was utilized in orientation or seminar workshop in educating the GAD Focal Person/Committee, Planning Officer, Budget Officer and State Auditor on the allocation of 5% GAD budget from

the General Appropriations Act (GAA) and the GAD budget is being utilized in capacity development of GAD Focal Point/Committee such as gender sensitivity training, other seminar workshop on GAD orientation on gender-related laws and other as reflected by SUC A verbally interpreted as "always" and "often" implementation by SUCs B, C, D and E.

Among the SUCs in CALABARZON only SUC E has verbal interpretation of "sometimes" that GAD budget is being utilized in overtime pay of the GAD Focal Point/Committee members and other agency personnel doing gender-related works and in agency programs addressing women's practical and strategies needs such as day care center, breast feeding room crisis or counseling rooms for abused women etc., utilization of the GAD budget in the development, printing and dissemination of Information Education and Communication (IEC) materials on GAD SUCs A, B, C and D verbally interpreted it as "often" while SUC C has verbal interpretation of "sometimes". The GAD budget of the university is being utilized in physical, mental, and health fitness or stress management programs and activities for faculty members and staff, SUCs A, B, D and E verbally interpreted it as "sometimes".

With respect to other aspects GAD budget proposal is accompanied by a well conceptualized and carefully organized annual GAD plan; the allotted budget is sufficient for gender equality promotion and integration; utilized in research development and used the results as basis for the implementation of gender-responsive programs and projects; the GAD budget is being utilized in extension programs and projects that provide empowerment and livelihood programs for women and men in the community; utilized in consultation to GAD experts to gather inputs on GAD plan, budget and implementation, and utilization of university's GAD budget in payment of professional fees, honorarium and other services for gender experts/specialist engaged for GAD related trainings and activities, all SUCs in CALABARZON verbally interpreted it as "often".

In terms of the extent of GAD budget among the SUCs in CALABARZON, it remark as "often" implemented.

According to Kinichi (2006) budget is a formal financial projection. It stated an organization's planned activities for a given period of time in quantitative terms, such as dollars, hours, or number of product. Budgets are prepared not only for the organization as a whole but also for the divisions and department within it.

However, budget is a plan for the future income and expenditures that can be used as a guideline for spending and saving. The key to spending within ones means is to know his/her expenses and to spend less than he/she make. A good monthly budget can help ensure you pay the bills on time, have funds to cover unexpected emergencies, and reach the financial goals. (http://www.practical moneyskills.com/personalfinance/savingspending/budgeting)

Moreover, UNDP (2005) conforms that the organization should allocate core resources for gender mainstreaming, scale up fundraising efforts for specific programmes and use gender as a criterion for allocating other resources to country offices. In order to determine what financial resources are needed, UNDP should conduct a special corporate gender budget exercise and review its financial accounting system to ensure it can track gender-related expenditures. (www.undp.org/eo/.../Gender Evaluation-Brief.doc)

The Country Gender Assessment (CGA, 2008) noted that the Department of Budget and Management (DBM) issued annual budget circulars since 1997 that support the implementation of GAD budgets at the local level. Currently, the local budget circular on internal revenue allotment requires agencies to apply a minimum of 5 percent of the funds for GAD. The PCW, Department of Interior and Local Government, and DBM issued a joint memorandum circular to all local government units (LGUs) containing guidelines for integrating GAD in the local planning and budgeting system.

Hence, the positive effects of GAD budgets and plans at the local level, improved services for women and men, and even reduction in the incidence of gender-based violence. It enumerated less tangible benefits that include increased awareness and advocacy for gender issues and the development of local mechanisms for planning and implementation that increase the involvement of civil society groups in government processes.

Projects that have been implemented under the GAD budget include providing health services, advocating and disseminating information on gender issues, building capacity and providing technical assistance on GAD and other gender issues, establishing or improving service facilities for women, issuing policies on gender, establishing databases and mechanisms for reporting on gender issues, improving awareness of gender issues when undertaking

development planning at the national and local levels, and revising textbooks to remove social and gender stereotypes.

Also a notable gain in gender responsive governance is the audit of GAD funds initiative of the Commission on Audit (COA) which determines government agencies' compliance with existing laws and regulations on the utilization of GAD funds.

The study implied that with proper allocation and right expending of budget in the implementation of GAD programs, projects and activities there will be no room for disparities between men and women and it will be resulted to a better living.

The SUCs in CALABARZON are responsible in the preparation of GAD plan and budget for the proper implementation of GAD programs, projects and activities for the realization of Millennium Development Goal. Identification of GAD priorities by the SUCs will result to wise utilization of budget.

The SUCs in CALABARZON are responsible in the GAD plan and budget preparation for the appropriate GAD programs, projects and activities towards the realization of Millennium Development Goals. Identification of GAD priorities by the SUCs will result to wise utilization of budget.

Table 11 on the next page presents the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to monitoring and evaluation system.

Table 11:- Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON with Respect to Monitoring and Evaluation System.

	Monitoring and Evaluation System	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	The university conducts training or seminar-workshop not only on GAD planning and budgeting but also on GAD monitoring and evaluation.	4.16	O	4.09	O	3.54	O	3.67	O	3.17	St	3.76	O
2.	The university GAD Focal/ Committee initiates the use of GAD criteria in evaluating the curriculum, textbooks, teaching materials, methodologies, etc.	3.77	O	4.03	O	3.76	O	3.50	O	3.00	St	3.65	O
3.	GAD Focal Point /Committee submits GAD Plan, budget and accomplishment report to CHED Regional Office and/or PCW for evaluation and recommendation.	3.97	O	3.97	O	3.76	O	4.00	O	3.37	St	3.79	O
4.	GAD Focal Point/Committee considers and reviews gender issues that persist in the university as part of GAD program evaluation.	4.10	O	4.18	O	3.79	O	3.92	O	3.31	St	3.87	O
5.	Assist other institutions, agencies and organizations to improve their strategy on GAD monitoring and evaluation.	4.13	O	3.94	O	3.52	O	4.00	O	3.43	O	3.79	O

6.	The project monitoring framework or plan includes the collection of sex-disaggregated data among the key officials, faculty members, staff and students.	4.03	O	4.00	O	3.55	O	3.75	O	3.29	St	3.74	O
7.	An assessment has been made to determine the training needs of both females and males faculty, personnel and students.	3.97	O	3.97	O	3.59	O	3.83	O	3.10	St	3.68	O
8.	Purchase supplies, materials and equipment for the implementation of gender-related programs, projects and activities.	4.13	O	3.97	O	3.83	O	3.58	O	3.47	O	3.83	O
	Average	4.06	O	4.01	O	3.67	O	3.78	O	3.26	St	3.77	O

Legend:
A – Always
O – Often
St – Sometimes

The table depicts that SUCs in CALABARZON has uniformity on assisting other institutions to improve their strategy in GAD monitoring and evaluation and in purchasing supplies, materials and equipment for the implementation of gender-related programs, projects and activities.

The data also reflect an "often" implementation of SUCs A, B, C and D while SUC E remarks as "sometimes" in the conducts of training or seminar-workshop not only on GAD planning and budgeting but also on GAD monitoring and evaluation; the GAD Focal Person/Committee initiates the use of GAD criteria in evaluating the curriculum, textbook, teaching materials, methodologies etc.; GAD Focal Point/Committee submits GAD Plan, budget and accomplishment report to CHED Regional Office and/or PCW for evaluation and recommendation; GAD Focal Point/Committee considers and reviews gender issues that persist in the university as part of GAD program evaluation; the project monitoring framework or plan includes the collection of sex-disaggregated data among the key officials, faculty members, staff and students and the assessment has been made to determine the training needs for both females and males faculty, personnel and students.

"Often" implementation is the extent of GAD among the SUCs in CALABARZON with respect to monitoring and evaluation.

The data above implied that the SUCs in CALABARZON aside from planning and budgeting, monitoring and evaluation were also conducted. The SUCs make an assessment on GAD related programs, projects and activities to determine the needs of both males and females faculty, staff, personnel and students. From the needs assessment result the SUCs will draw a plan and programs based on the Commission on Higher Education, Philippine Commission on Women and National Economic Development Authority priority guidelines to become more effective and efficient.,

According to Naidoo (2011) his thesis set out to examine the role played by monitoring and evaluation (M&E) in promoting good governance in South Africa. It examined how M&E, in promoting democratic and good governance deliverables, such as transparency, accountability and learning, influences public administration practice. The reciprocity between democracy and M&E was demonstrated by assessing how the country managed democratic transition, the influence of globalisation on country practice, and specifically how the developmental State advances good governance.

However, Crawford (2008) conforms information system is useful in monitoring and evaluation as he cited that the theoretical basis for M&E through is a transdisciplinary review of three academic fields: information systems, organizational effectiveness and project management. The M&E aims to promote the institutionalization of lessons

learned within projects (conceived as 'social experiments') for organizational learning, thereby enabling informed debate about the effectiveness of the organization in fostering sustainable development. It is concerned with promoting organizational success.

In the Evaluation Paper of UNDP it recommends that the Executive Board should closely monitor the extent and quality of attention to gender mainstreaming in programmes and administrative budgets and take appropriate action as necessary. UNDP should review progress towards gender mainstreaming by 2008 and report to the Board.(www.undp.org/eo/.../Gender Evalua tion-Brief.doc)

Table 12 on the next page presents the composite table of the computed weighted mean on the extent of GAD implementation among the SUCs in CALABARZON with respect to the different aspects.

Table 12:- Composite Table of the Computed Weighted Mean on the Extent of GAD Implementation Among the SUCs in CALABARZON With Respect to the Different Aspects.

	Criteria	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
	GAD Programs and Projects	4.24	A	4.13	O	3.87	O	4.42	A	3.86	O	4.11	O
	Advocacy and Awareness	3.94	O	4.03	O	3.81	O	4.15	O	3.62	O	3.89	O
	Human Resource Management	3.99	O	4.10	O	3.90	O	3.83	O	3.55	O	3.89	O
	Organizational Culture	3.97	O	4.07	O	3.92	O	4.03	O	3.63	O	3.92	O
	Curriculum and Instruction	3.85	O	4.07	O	3.69	O	3.82	O	3.42	O	3.77	O
	Research	3.78	O	3.94	O	3.72	O	3.90	O	3.29	St	3.72	O
	Extension Program	4.05	O	4.15	O	3.85	O	4.03	O	4.19	O	4.06	O
	Network and Linkages	3.97	O	4.03	O	3.68	O	4.26	A	4.01	O	3.96	O
	GAD Budgeting	4.01	O	4.04	O	3.69	O	3.68	O	3.61	O	3.83	O
	Monitoring and Evaluation System	4.06	O	4.01	O	3.67	O	3.78	O	3.26	St	3.77	O
	Overall	4.01	O	4.06	O	3.78	O	3.99	O	3.64	O	3.89	O

Legend:
A – Always
O – Often
St – Sometimes

With respect to advocacy and awareness, human resource management, organizational culture, curriculum and instruction, extension programs, GAD budgeting the SUCs have common views with "often" implementation.

While with respect to programs and projects only SUCs A and D acquired the verbal interpretation of "always" and SUCs B, C and E "often".

With respect to GAD research only SUC E noted a verbal interpretation of "sometimes" however SUCs A, B, C and D verbally interpreted it as "often". Therefore, the research among the SUCs in CALABARZON has an "often" implementation.

In terms of Monitoring and Evaluation system, SUCs A, B, C and D had common views with a verbal interpretation of "often" while only SUC E noted an interpretation of "sometimes".
The results indicate that all of the stated variables on the extent of GAD implementation among the State Universities and Colleges in CALABARZON were verbally interpreted as "often".

The data implied that there is uniformity on the frequent implementation of GAD among the State, Universities and Colleges in CALABARZON. Hence, there is a need to design a GAD intervention program to attain the highest level of implementation.

The SUCs in CALABARZON with respect to research and monitoring and evaluation need to enhance the GAD practices in some programs, projects and activities. The SUCs should design a proposal on how GAD research be part of the faculty researches by giving awards/recognition or financial aid which serve as motivating factor to conduct such researches. Regular monitoring and evaluation shall also be strengthened. GAD e-data based center is recommended as other ways of record keeping aside from filing of paper documents.

The Significant Difference on the Extent of GAD Implementation among the SUCs in CALABARZON:
Table 13 on the next page presents the significant difference on the extent of GAD implementation among the SUCs in CALABARZON.

The table shows that there is significant difference on the extent of GAD

Table 13:- Significant Difference on the Extent of GAD Implementation among the SUCs in CALABARZON.

		SS	df	MS	F	Sig.	H_O	VI
GAD Programs and Projects	Between Groups	5.343	4	1.336	3.053	.019	R	S
	Within Groups	59.504	136	.438				
	Total	64.847	140					
Advocacy and Awareness	Between Groups	3.972	4	.993	2.068	.088	A	NS
	Within Groups	65.319	136	.480				
	Total	69.292	140					
Human Resource Management	Between Groups	5.366	4	1.341	2.766	.030	R	S
	Within Groups	65.956	136	.485				
	Total	71.322	140					
Organizational Culture	Between Groups	3.579	4	.895	2.015	.096	A	NS
	Within Groups	60.383	136	.444				
	Total	63.962	140					
Curriculum and Instruction	Between Groups	7.116	4	1.779	3.048	.019	R	S
	Within Groups	78.777	135	.584				
	Total	85.893	139					
Research	Between Groups	7.524	4	1.881	2.977	.022	R	S
	Within Groups	84.677	134	.632				
	Total	92.202	138					
Extension Program	Between Groups	2.097	4	.524	.868	.485	A	NS
	Within Groups	80.891	134	.604				
	Total	82.988	138					
Network and Linkages	Between Groups	3.651	4	.913	1.526	.198	A	NS
	Within Groups	79.570	133	.598				
	Total	83.221	137					
GAD Budgeting	Between Groups	4.841	4	1.210	1.991	.100	A	NS
	Within Groups	79.616	131	.608				
	Total	84.457	135					
Monitoring and Evaluation System	Between Groups	12.576	4	3.144	5.330	.001	R	S
	Within Groups	77.864	132	.590				
	Total	90.440	136					

Legend:
NS – Not Significant
S - Significant
Implementation among the SUCs in the CALABARZON with respect to the GAD programs and projects as revealed by the P-value of 0.19 which is less than the alpha level, thus led to the rejection of the null hypothesis. The data disclosed that there is significant difference on the extent of GAD implementation and this may be attributed to

the fact that SUCs A, and D implemented GAD programs and projects at all times while SUCs B, C and E have frequent implementation. While on the GAD implementation within their university they differ on the extent of GAD implementation. This may be attributed to the fact that SUCs A, B and D always complied with the creation of GAD Focal Point or Committee; appointment was given through office order. There is full support and active participation of key officials, faculty members and staff. The GAD Focal Person/Committee and university key officials have proper consideration with regards to the implementation of gender-related programs and projects. SUCs A and D provide technical assistance and have a strong partnership between GAD Focal Person/Committee of the university and other GAD advocates also provides not only technical assistance but a relevant instruction as well. It is also noted that SUC D has a functional GAD office or resource center with collections of gender-related data reference and materials, office equipment, furniture, bulletin board and adopt and replicate gender-responsive programs which considered as an effective strategy in empowering women, while SUC A always formulate GAD plans and budget of the university which involves not only the GAD Focal Person/Committee but also other key officials, selected faculty members, staff and students. Hence, all SUCs in CALABARZON have an "often" implementation with regards to the GAD mainstreaming as a core or regular program of the university and other programs and projects.

However, Duterte (2009) supported this finding that GAD is implemented in terms of the trainings conducted, livelihood assistance and support services provided and discussed the perceived relevance of the implementation of gender and development programs.

In terms of Human Resource Management there is significant difference on the extent of GAD implementation among the SUCs in the CALABARZON as revealed by the P-value of 0.03 which is less than the alpha level. Hence it led to the rejection of the null hypothesis. Table 12 shows that the five (5) SUCs in the CALABARZON have often implementation with regards to human resource management. However, they differ on the implementation of the individual items in questionnaire which lead to the significant difference. This may be attributed to the fact that SUCs A, B and D always allowed their faculty members and staff to participate in conference, seminar-workshop, trainings and other enhancement program activities regardless of their gender. SUCs A, B, C and D have an "often" implementation in the formulation of faculty and staff development while SUC E implemented it as "sometimes".

However, this finding was sustained by the NCRFW (2005) that gender becomes a critical variable in education and human resources development, there is a need for a continuing consciousness raising orientation program among educators (e.g. policymakers, school administrators, teaching and non-teaching personnel) for the promotion of more gender-sensitive educational goals, objectives, policies and programs.

In terms of Curriculum and Instruction, there is a significant difference on the extent of GAD implementation among the SUCs in CALABARZON as revealed by the P-value of 0.019 which is less than the alpha level, thus led to the rejection of the null hypothesis. Although there is an often implementation on curriculum and instruction among the SUCs but the way of implementation within their university are different. Perhaps this may be attributed that only SUC B always conducts seminar-workshop on gender-fair learning and elimination of gender bias in the classroom while SUC D conducted an information campaign on gender-responsive education at all times.

Aquino (2009) supported this finding that curriculum may be viewed as " planned learning opportunities" which are converted into " actual learning experiences" through instruction. Instruction may be referred to as the implementation of curriculum. They view curriculum innovation as encompassing all kinds of innovation in education – whether they are innovations of structure, content, or process, or whether they are on innovations of some other classificatory scheme – the ground that any or a combination of two or more of these innovations in education ultimately can or will affect or influence the planned learning experiences (curriculum) as implemented through instruction.

There is a significant difference on the extent of GAD implementation among the SUCs in CALABARZON with respect to the Research as revealed by the P-value of 0.022 which is less than the alpha level, thus led to the rejection of the null hypothesis. The data revealed that although there is often implementation among SUCs but they differ on the extent of implementation. Only SUC E has an extent of implementation of sometimes meaning they occasionally conducted research which served as basis in the formulation of GAD activities, in determining gender issues, formulation of Committee on Decorum and Investigation (CODI) for sexual harassment and gender-related

violence and identify gender biases and stereotypes that are still embedded in the curriculum, instructional materials and methods.

Nedamo (2012) findings supported this study that there is little research productivity level among the HEIs. She recommended that a strong sense of appreciation and encouragement for faculty-researchers should be done by their respective universities, as well as CHED. It is apparent in the study that those who receive recognition and benefits are those who are likely to pursue research. The support from their colleagues and their self-productivity and self-efficacy would likely result to a more productive faculty in the area of research.

In the extent of GAD implementation among the SUCs in the CALABARZON with the respect to Monitoring and Evaluation System, there is significant difference as revealed by the P-value of 0.001 which is less than the alpha level, thus led to the rejection of the null hypothesis. One out of five SUCs in the CALABARZON has an extent of implementation of sometimes but the extent of implementation within their university shows an often implementation in different level. SUC E in most of the aspects in monitoring and evaluation system has an interpretation of "sometimes" on the training and seminar-workshop conducted not only on GAD planning and budgeting but also on GAD monitoring and evaluation; the GAD Focal Person/Committee initiates the use of GAD criteria in evaluating the curriculum, textbooks, teaching materials, methodologies, etc; submits GAD plan, budget, and accomplishment report to PCW for evaluation and recommendation; considers and reviews gender issues that persist in the university as part of GAD program evaluation; the project monitoring framework or plan includes the collection of sex-disaggregated data among the key officials, faculty members, staffs and students; and an assessment made in determining the training needs of both females and males faculty, personnel and students.

The result of the study is related to Crawford (2008) statement that M&E information system (i.e. MEIS) is novel in terms of its scope, purpose and application. Firstly, the scope of the proposed MEIS takes in the entire aid organization, going beyond the dominant, conventional approach, which is project-centric. This enables alignment of project strategies with organisational mission. Further, it aims to promote the institutionalization of lessons learned within projects (conceived as 'social experiments') for organizational learning, thereby enabling informed debate about the effectiveness of the organization in fostering sustainable development. Secondly, the purpose of the proposed MEIS is concerned with promoting organizational success. The critical success factors of learning and accountability are identified, and the role of M&E in encouraging responsive management decision-making and critical inquiry and reflection is described. Thirdly, the application of the proposed MEIS involves a modified log frame. The '3D-Logframe' serves as a conceptual basis to address limitations found with the conventional two-dimensional log frame matrix when employed for M&E purposes. Thus, the GAD plan, programs and activities shall be monitored and evaluated.

While there is no significant difference on the extent of GAD implementation among the SUCs in CALABAZON with respect to advocacy and awareness as revealed by the P-value of .088 which is greater than the alpha level, which led to the acceptance of the null hypothesis.

Perhaps this may be due to the fact that SUC D "always" aware and understand GAD, its legal basis and mandates gender issues and concerns. It also enhance GAD awareness and skills of other groups and other advocacies supporting GAD efforts and improve responses to gender issues by providing GAD education programs for the protection of VAW victims. While SUCs B and C have a continuous advocacy in educating the faculty members, staff and students on laws protecting the rights of women like Magna Carta of Women, Violence Against Women and their Children (VAWC), Anti-Sexual Harassment Law, and Anti- Discrimination. Forum and related activities were conducted to commemorate women's month celebration and invite women participants not only in the university but from other partner agencies like LGU's, NGOs and POs.

Furthermore, there is no significant difference on the extent of GAD implementation among the SUCs in the CALABARZON with respect to organizational culture as revealed by the P-value of .096 which is greater than the alpha level thus led to the acceptance of the null hypothesis.

This may be attributed that SUCs B and D "always" supported by the key officials, faculty members, staff and students. There is equal participation of both female and male constituents in decision and policy making and the university promotes equal opportunities by minimizing gender bias and discrimination, while SUC E verbally interpreted the counseling and stress debriefing activities conducted to the victims of gender related violence and

women and girls cease to be vulnerable to sexual harassment inside schools due to lack of safe and gender responsive teaching learning environment as "sometimes".

With regard to the extent of GAD implementation among the SUCs in CALABARZON in terms of Extension Program, there is no significant difference as revealed by the P-value of .485 which is greater than the alpha level thus led to the acceptance of the null hypothesis.

Perhaps this may due to the fact that SUC B has high implementation in the seminar-workshop conducted on gender-fair learning and elimination of gender bias in the classroom while SUC D highly implemented the information campaigns on gender responsive education. SUC E interpreted as implemented the information campaigns on gender responsive education; faculty members initiated the development of instructional materials, modules or work text with GAD concepts; promote gender fair instructions in different subjects, and books on the contributions of women in the society.

There is no significant difference on the extent of GAD implementation among the SUCs in the CALABARZON with respect to network and linkages as revealed by the P-value of .198 which is greater than the alpha level, thus led to the acceptance of the null hypothesis.

Possibly this may be attributed by the fact that SUC D "always" establish network and linkages with GAD experts, advocates, NGOs, and POs during GAD summit, conference, training workshop; conducts institutional visit or benchmarking activity and accommodate GAD advocates from other government organizations.

Moreover, both SUCs D and E "always" strengthen partnership and collaboration with LGUs and other civic society group for the success of GAD efforts in a high level of implementation.

In the extent of GAD budgeting among the SUCs in the CALABARZON, there is no significant difference as revealed by the P-value of .100 which is greater than the alpha level thus led to the acceptance of the null hypothesis.

May be this is due to the fact that SUC B "always" consulted the GAD Focal Point/ Committee the responsible key officials. While SUC A "always" consider that the GAD budget be utilized in an orientation or seminar-workshop to educate and in capacity development of the GAD Focal Point/Committee, Planning Officer, Budget Officer and State Auditor.

SUC E "sometimes" consider the GAD budget of the university to be utilized in overtime pay, in agency programs addressing women's practical and strategic needs and in the development, printing, and dissemination of Information, Education and Communication (IEC) materials. "Sometimes" SUC C utilized the budget of the university in physical, mental and health fitness or stress management programs and activities for faculty and staff.

The Problems Met and Concerns in the GAD Implementation Among the SUCs in CALABARZON:
Table 14 below presents the computed weighted mean on the problems met in the GAD implementation among the SUCs in CALABARZON.

Table 14:- Computed Weighted Mean on the Problems Met in the GAD Implementation Among SUCs In CALABARZON.

	Problems Met In the Gender And Development Implementation In CALABARZON	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	Unaware on the policy imperatives for GAD.	2.81	S	3.13	S	2.93	S	2.45	SS	3.25	S	2.98	S
2.	Faculty/staff/and students are	2.55	SS	2.97	S	3.00	S	2.67	S	2.72	S	2.79	S

#	Indicator											
	insensitive to gender issues like sexual harassment, gender identity and others.											
3.	Unaware on personal and work-environment values.	2.69	S	2.81	S	2.86	S	2.50	SS	3.07	S	2.82	S
4.	There is no day care center for employees' children.	2.81	S	2.94	S	3.15	S	3.75	VS	3.24	S	3.09	S
5.	Lack of recreation center for men/women.	3.09	S	2.94	S	3.21	S	3.33	S	3.63	VS	3.22	S
6.	Unaware on the inclusion of GAD gender fair activities in the curriculum.	2.94	S	2.85	S	3.17	S	3.08	S	3.03	S	3.00	S
7.	Lack of understanding of organizations focused on GAD Plan, Programs and Activities (PPAs).	2.81	S	2.84	S	3.10	S	2.83	S	3.13	S	2.96	S
8.	No reward system for the conduct of GAD researches for faculty, staff and students.	2.90	S	2.94	S	2.79	S	3.58	VS	3.04	S	2.98	S
9.	Insufficient level of motivation among students to support GAD programs.	2.88	S	3.00	S	2.93	S	2.67	S	3.20	S	2.97	S
10.	Limited or lack of top level support for gender issues and concerns.	2.73	S	2.91	S	3.00	S	2.58	SS	2.86	S	2.85	S
11.	Lack of personnel who are competent and skillful to sustain the GAD implementation of projects.	2.84	S	2.85	S	2.97	S	2.17	SS	3.10	S	2.87	S
12.	Termination of service of pregnant faculty due to pregnancy outside of marriage.	2.87	S	3.12	S	2.89	S	2.42	SS	2.72	S	2.86	S
13.	Unclear institutional policy	2.72	S	2.94	S	2.89	S	2.42	SS	3.07	S	2.86	S

	on handling cases of pregnant student.												
14.	Lack of training opportunities among women and men employees/ students.	2.82	S	3.18	S	2.66	S	2.42	SS	3.10	S	2.90	S
15.	Unequal representation of women and men in posting pictures at the bulletin of information.	2.50	SS	2.85	S	2.64	S	2.50	SS	2.32	SS	2.58	SS
16.	Lack of gender-disaggregated data/information analyses.	2.81	S	2.91	S	2.73	S	2.67	S	3.00	S	2.85	S
17.	Misrepresentation of women and men in the list of participants in meetings and events.	2.38	SS	2.79	S	2.57	SS	2.42	SS	2.55	SS	2.56	SS
18	Never discuss gender related issues like rights at work in meetings.	2.63	S	2.82	S	2.75	S	2.50	SS	3.24	S	2.82	S
19	Lack of commitment to balance a gender fair relation.	2.69	S	2.97	S	2.72	S	2.25	SS	2.97	S	2.79	S
	Average	**2.79**	**S**	**2.94**	**S**	**2.92**	**S**	**2.69**	**S**	**3.02**	**S**	**2.89**	**S**

Legend:
VS – Very Serious
S – Serious
SS – Slightly Serious

The table shows that the problems met by SUC D which resulted to a "very serious" are the absence of day care center for employee's children and no reward system for faculty, staff and students GAD researches while SUC E has a "very serious" problem on lack of recreation center for men and women.

Most of the problems met by the SUCs in CALABARZON were "serious" while the unequal representation of women and men in posting pictures at the bulletin of information and misrepresentation of women and men in the list of participants in meetings and events turned to be "slightly serious" for SUCs A, C, D and E.

The table depicts that most of the problems met were "serious" in the implementation of GAD in State Universities and Colleges (SUCs) in the CALABARZON.

The data implied that one of the problems met by the SUCs in the CALABARZON is the lack of recreation center for men and women. It shows that the academic community after performing their duties and responsibilities they should spend time in any recreation activities for them to be relaxed and recharged for some energy. It would be helpful for the key officials, faculty members, staff, personnel and students to get off sometimes in their work and give themselves a time to develop rapport, solidarity and oneness in the organization.

The SUCs in the CALABARZON consider the absence of day care center for employees children as part of the problems met. The inclusion of the Day Care Center in GAD Focal Person/Committee plan and budget may help in the emotional stability of the parent particularly the mothers that their children have a secured environmental condition.

However, there are some SUCs employees who are unaware on the inclusion of GAD gender-fair activities in the curriculum. Enhancement of the gender-fair curriculum shall be included by the curriculum planner in the GAD plan and budget particularly in planning seminar-workshop.

Moreover, the SUC are also unaware on the policy imperatives for GAD and no reward system for faculty, staff and students researches. Reviewing of the GAD policy of the institution will resulted to GAD curriculum enrichment.

In this regard, the CGA (2008) cited the positive effects of GAD budgets and plans at the local level, such as improved services for women and men, and even reduction in the incidence of gender-based violence. It enumerated less tangible benefits that include increased awareness and advocacy for gender issues and the development of local mechanisms for planning and implementation that increase the involvement of civil society groups in government processes.

Table 15 on the next page presents the computed weighted mean on the concerns in the GAD implementation among the SUCs in CALABARZON.

The table shows that SUCs A, B, C and D were "very concern" in the implementation of GAD in the CALABARZON particularly in bringing out the Gender Sensitivity Training to community clientele; establish a network to facilitate complementarity of action against Violence Against Women (VAW) and a need for key officials/personnel to acquire deeper appreciation of gender

	Gender Concerns in the Gender and Development Implementation among State Universities and Colleges In CALABARZON	A		B		C		D		E		Overall	
		Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1.	Sexism and stereotyping limit women's areas/fields of participation.	3.65	VC	3.91	VC	3.61	VC	3.46	VC	3.00	C	3.54	VC
2.	Need to proportionately and accurately reflect women's contribution in key disciplines such as science, history, social studies, mathematics and language.	3.65	VC	3.76	VC	3.43	VC	3.85	VC	2.83	C	3.47	VC
3.	Sex role stereotyping and sexist concepts are still found in the curricula, textbooks and instructional materials.	3.67	VC	3.59	VC	3.57	VC	3.77	VC	2.90	C	3.47	VC
4.	Need for key officials/personnel to	3.63	VC	3.76	VC	3.68	VC	3.92	VC	3.27	C	3.62	VC

	acquire deeper appreciation of gender perspectives to ensure that the educational systems, its training plans, policies, programs and projects are gender responsive.											
5.	Absence of an organized and systematic information network to mainstream women's concerns in education and human resources development.	3.44	VC	3.58	VC	3.50	VC	3.62	VC	3.17	C	3.44	VC
6.	Gender-tracking of profession due to lack of appropriate gender sensitive counseling for students to widen their career choices.	3.47	VC	3.71	VC	3.56	VC	3.69	VC	3.04	C	3.48	VC
7.	Harassment and other forms of violence against women in educational institutions and in training institutions	3.65	VC	3.85	VC	3.38	C	3.46	VC	3.23	C	3.53	VC
8.	Mismatch of labor skills with available labor demand partly due to inappropriate and inadequate education which leads to migration of people, especially of women, from the rural to the urban areas and overseas	3.65	VC	3.68	VC	3.32	C	3.92	VC	3.24	C	3.53	VC
9.	Support system/services to ease the multiple burden of working mothers	3.60	VC	3.76	VC	3.50	VC	3.77	VC	3.14	C	3.54	VC
10.	Opportunities for professional growth of female employees	3.58	VC	3.85	VC	3.57	VC	3.85	VC	3.13	C	3.57	VC
11.	Gender-based discrimination from hiring, training, scholarships and promotion.	3.42	VC	3.82	VC	3.43	VC	3.77	VC	3.23	C	3.51	VC

12.	.Implementation of Anti-Sexual Harassment Act and address other forms of violence against women in the workplace.	3.61	VC	3.94	VC	3.52	VC	3.77	VC	3.33	C	3.63	VC
13.	Resources and priority is given to the implementation of capability-building and advocacy and allocate appropriate resources for its implementation.	3.47	VC	3.91	VC	3.41	VC	3.77	VC	3.29	C	3.56	VC
14.	Resources and priority are devoted to the management of the GAD Focal Point to facilitate the integration of gender concerns in the agency policies, plans, programs and budget.	3.50	VC	3.74	VC	3.54	VC	3.77	VC	3.10	C	3.51	VC
15.	Effort to address the issue of violence against women in the agencies and the communities.	3.58	VC	3.82	VC	3.34	C	3.77	VC	3.14	C	3.51	VC
16.	Bring out the Gender Sensitivity Training to community clientele.	3.81	VC	3.73	VC	3.64	VC	4.15	VC	3.34	C	3.69	VC
17.	Establish a network to facilitate complementarity of action against Violence Against Women (VAW).	3.67	VC	3.91	VC	3.52	VC	4.08	VC	3.28	C	3.65	VC
18	Level of women's participation in the peace negotiation panels in educational institutions.	3.71	VC	3.85	VC	3.46	VC	4.00	VC	3.00	C	3.57	VC
19.	Fair practices in the field of administration of justice and peace giving deprived women equal opportunities and treatment in terms of job hiring and work assignments.	3.84	VC	3.91	VC	3.39	C	3.92	VC	3.20	C	3.63	VC

	Average	3.62	VC	3.80	VC	3.51	VC	3.81	VC	3.15	C	3.56	VC

Table 15:- Computed Weighted Mean on the Concerns of GAD Implementation Among the SUCs in CALABARZON.

Legend:
VC – Very Concerned
C – Concerned

perspectives to ensure that the educational systems, its training plan, policies, programs and projects are gender responsive.

The data also show that SUC E has verbal interpretation of "concern" in all gender concerns in the GAD implementation among the SUCs in the CALABARZON while SUC C was also "concern" in the mismatch of labor skills with available labor demand partly due to inappropriate and inadequate

Education which leads to migration of people especially of women, from the rural to the urban areas and overseas and in fair practices in the field of administration of justice and peace giving deprived women equal opportunities and treatment in terms of job hiring and work assignments.

The data implied that the SUCs in CALABARZON are very concern in community clientele by bringing out the Gender Sensitivity Training. The SUCs establish a network to facilitate complementarity of action on Violence Against Women (VAW) pursuant to implementing rules and regulation of RA 9262 (VAWC). The SUCs in CALABARZON are also very concern on the implementation of Anti-Sexual Harassment Act and address other forms of violence against women in the workplace and fair practices in the field of administration of justice and peace, giving deprived women equal opportunities and treatment in terms of hiring and work assignments.

In this regard therefore, the SUCs in CALABARZON has a high concern on the working condition especially those women workers as stipulated in the laws concerning women in the work place particularly the Magna Carta of Women 2009 and RA 9262.

The SUCs in CALABARZON were gender-responsive in a sense that they were very concern on the status in the workplace, the use of gender-fair language from top officials to lower rank in file employee's, fair justice or equality in dealing with gender related cases from hiring, training and promotion.

The findings of this study conforms by Masinsin (2011) in Sorbichea (2006) that since 1986, the Philippine government through the National Commission on the Role of Filipino Women (NCRFW), has actively pursued various programs to promote gender equality. The Philippine Plan for Gender Responsive Development (PPGD), 1995-2025 formulated in 1995, has served as the blueprint for the review and development of gender-responsive programs by different agencies. These include among others, training in the use of the gender and development (GAD) approach for project development, creation of services to deal with problems of physical and sexual abuses as well as other reproductive health issues, and the provision of credit livelihood skills, and information to enhance women's economic productivity.

However, Claros et.al.(2005) cited that the past three decades have witnessed a steadily increasing awareness of the need to empower women through measures to increase social, economic and political equity, and broader access to fundamental human rights, improvements in nutrition, basic health and education. Along with awareness of the subordinate status of women has come the concept of gender as an overarching socio-cultural variable, seen in relation to other factors, such as race, class, age and ethnicity. Gender is not synonymous with women, nor is it a zero-sum game implying loss for men; rather, it refers to both women and men, and to their status, relative to each other. Gender equality refers to that stage of human social development at which "the rights, responsibilities and opportunities of individuals will not be determined by the fact of being born male or female," in other words, a stage when both men and women realize their full potential.

Based on an interview conducted by the researcher to the auditors, the university provided a 5 % budget but a minimal percentage was allotted for the GAD programs, activities and projects from their annual budget.

However, the auditor considers that the 5 % budget for GAD Programs, Projects and Activities were utilized to influence the 95 % of the agency's budget.

Accomplishment Report was used as an instrument in regular monitoring and assessment in the utilization of GAD budget by other university. Hence, Special Trust Fund and other income were the sources of data enumerated by the auditor. The auditors agreed that the university periodically submitted the GAD Plan and Budget and then endorsed by the CHED Central Office to Philippine Commission on Women and an Accomplishment Report to Department of Budget and Management (DBM) in accordance with the budget call.

In terms of an extra payment in auditing GAD funds, the auditors do not received any amount. Expenses that can be charged to the GAD budget are those GAD issues related, maintenance and other operating expenses specifically training and seminar and transportation expenses.

The result implied that proper allocation and utilization of budget for GAD programs, projects and activities, the national and international objectives will succeed in all agencies particularly in State Universities and Colleges.

According to Illo (2010), Republic Act (RA) No. 7192, otherwise known as the "Women in Development and Nation-Building Act," was signed into law by then President Corazon C. Aquino on 12 February 1992. Its implementation is guided by a set of rules and regulations; the Implementing Rules and Regulations (IRR) that was approved by the National Economic and Development Authority (NEDA) Board on 18 November 1992.

Under the law, the Philippine State is responsible for providing women rights and opportunities equal to that of men. Three broad strategies have been identified to achieve this policy: setting aside and utilizing a substantial portion of official development assistance (ODA) funds to support programs and activities for women; ensuring that women benefit equally and participate directly in the development programs and projects of all government departments; and gender mainstreaming or removing bias in the regulations, circulars, issuances and procedures of all government departments and agencies.

Thus, the Philippine Gender and Development (GAD) Budget Policy was established to allocate ODA funds in support of programs and activities for women, or what has been broadly interpreted as GAD programs and activities; and the one is for GAD budget allocation from the regular budgets of government departments or agencies and local governments.

Summary of Findings, Conclusions and Recommendations:-
This chapter summarizes the conduct of the study, draws conclusions from the findings and offers recommendations for further studies and investigations.

Summary of Findings:
From the analysis of data and result obtained, the findings are summarized as follows:

The Extent of GAD Implementation Among the SUCs in CALABARZON:
The GAD programs and project, advocacy and awareness, human   resource management, organizational culture, curriculum and instruction, research, extension program, network and linkages, budgeting and monitoring and evaluation system were "often" implemented among the SUCs in CALABARZON.

The Difference on the Extent of GAD Implementation Among the SUCs in CALABARZON:
There is significant difference in terms of GAD programs and projects, human resource management, curriculum and instruction, research, and monitoring and evaluation system among the SUCs in the CALABARZON. This means that the SUCS in CALABARZON have different views in the implementation of Gender and Development (GAD) while advocacy and awareness, organizational culture, extension program, network and linkages and GAD budgeting have no significant difference, thus the SUCs in CALABARZON have uniformity of GAD practices on those aspects.

The Problems Met in the GAD Implementation among the SUCs in CALABARZON:
Most of the problems met in the implementation of GAD were "serious" as it depicts the top three serious problems from seventeen problems and these are; Lack of recreation center for men/women, there is no day care center for

employees' children and unaware on the inclusion of GAD gender fair activities in the curriculum while unequal representation of women and men in posting pictures at the bulletin of information and misrepresentation of women and men in the list of participants in meetings and events were the "slightly serious" problems met among the SUCs in the CALABARZON.

The concerns in the GAD implementation among the SUCs in CALABARZON:
There is uniformity on the gender concerns with regards to the GAD implementation among the SUCs in the CALABARZON and these are led by bringing out the Gender Sensitivity Training to community clientele, establish a network to facilitate complementarity of action on Violence Against Women (VAW), Implementation of Anti-Sexual Harassment Act and address other forms of violence against women in the workplace and fair practices in the field of administration of justice and peace giving deprived women equal opportunities and treatment in terms of job hiring and work assignments.

Conclusions:-
Based on the findings, the following conclusions were drawn:
1. There is an "often" GAD implementation among the SUCs in CALABARZON
2. There is significant difference with respect to GAD programs and projects, human resource management, curriculum and instruction, research, and monitoring and evaluation system which reject the null hypothesis while advocacy and awareness, organizational culture, extension program, network and linkages and GAD budgeting has no significant difference, thus the null hypothesis is accepted.
3. Most of the problems met by SUCs in CALABARZON were serious such as lack of recreation center, day care center and unaware on gender-fair activities while unequal representation of men and women in posting pictures in bulletin boards and participants in meeting and events were slightly serious.
4. The SUCs in CALABARZON were very concern in Gender Sensitivity Training and orientation on Anti-Sexual Harassment law.

Recommendations:-
In view of the findings and conclusions drawn, the following are hereby recommended:
1. The SUCs in CALABARZON must give priority on research and ensure that GAD implementation should always be monitored and evaluated.
2. The SUCs in CALABARZON must train people who can be an expert in GAD programs and projects, human resource management, curriculum and instruction, research, and monitoring and evaluation system.
3. Establish an Office of GAD Program Director to institutionalize the GAD Program and discuss the problems met by the SUCs concerned with the implementing GAD agency.
4. The SUCs in CALABARZON should always provide an orientation on gender related laws.

GENDER AND DEVELOPMENT INTERVENTION PROGRAM FOR STATE UNIVERSITIES AND COLLEGES					
Proposed GAA: Php 200,000,000.00 (5 % GAD budget from GAA – Php 10,000,000.00)					
Gender Issues	**Cause of the Gender Issues**	**GAD Result Statement/GAD Objectives**	**GAD Activity**	**Output Performance Indicator and Target**	**Proposed Expenses and Budget**
Programs and Projects Need to construct a Day Care Center for employee's children and /or Recreation	Some faculty, staff and personnel are becoming absent or escaping on	To avoid absences of the faculty, staff and personnel	Construct Day Care Center and/or Recreation Center with a functional materials, tools	Constructed Day Care Center and/or Recreation Center	Php **1,400,000.00** for building construction (14x8 sq m); **For Day Care Center Php 30,000** Computer and printer;

Center for men and women	their duties and school responsibilities just to look for the safety condition of their children. Both men and women are becoming tired on their routinary school works.	To make employees more healthier in mind and soul and a happy working environment.	and equipment's.		**Php3,000.00** for 6 tables x Php 500.00 **Php 3,360.00** for 24 chairs x PHp 140.00 ; **Php 982.50** for teacher/ staffer at Php 327.50/day x 3; **Php 40,000.00** for LCD Projector**; Php 30,000.00 for** Multi-media **Total: Php 107,342.50** **For Recreation Center** **Php 30,000** Computer and printer; **Php 45,000.00** Inflatable wall climbing set; **Php 5,000.00** table tennis set; **Php 5,000.00** badminton set **Total:Php85,000.00**
Need to enhance the gender mainstreaming program of the university by campus a. Key officials b. Faculty c. Staff and Personnel	Only the GAD Committee and some members respond on gender mainstreaming program.	To increase the knowledge and skills of all members of the university.	Conduct Seminar-workshop on gender mainstreaming.	University key officials, faculty members, staff and personnel will be the participants and they will become more knowledgeable on gender mainstreaming. **Participants:** 20 Key Officials 130 faculty members 100 staff and personnel	**Php 10,000.00** for Speakers' Professional Fee @ 2 day Seminar-workshop 4 Meals @ Php 100 4 snacks@ Php 50 = Php 600 x 250 participants = **Php 150,00** Plaque, Certificates and Token = **Php 5,000.00** **Total:** **Php 165,000.00** **Total for Programs and Projects : Php 1,757,000.00**

Advocacy and Awareness Need to strengthen the GAD Advocacy and awareness	Only few of the students were GAD advocates and aware.	To increase students advocacy and awareness on GAD programs, projects and activities.	Conduct a Students GAD Officers Election.	Elected GAD Officers as partners of GAD Committee.	**No budget required**
			GAD Trivia during the Flag Ceremony and Flag Retreat.	On the Flag Retreat, students were able to answer questions based on GAD Trivia given during the flag ceremony and received a reward in a form of souvenir item from the GAD Committee or College Host. A mature gender-sensitive students.	3 Questions/week x 20 Fridays = 60 Questions every Semester and Php 50.00 / souvenir item. **Total:Php 3,000**
			Conduct Gender-Sensitivity Training for students by college/institute.		1 Meal @ Php 100 2 snacks @ Php 50 A total of 100 participants/college and 3 GAD Committee members = 103 at Php 200 = **Php 20,600.00** 23 certificates @ Php 5.00 = **Php 115.00** **Total: Php 20,715.00**
			Conduct GAD Quiz Bee; Song Writing Contest; Essay Contest and Poster-Slogan Contest by: a. Campus b. Inter-Campus c. Regional d. National	Participants won in the GAD Quiz Bee; Song Writing Contest; Essay Contest and Poster-Slogan Contest	**Php 1,022,020 for 4 Categories** (GAD Quiz Bee; Song Writing Contest; Essay Contest and Poster-Slogan Contest) **(Php255,505.00/category)** **For Campus :** **Php 2000.00** 1st Prize – Php 1000.00 2nd Prize- Php 700.00 3rd Prize- Php 300.00 **For Inter-Campus:** 1st Prize – Php

| | | | | | 3000.00
2nd Prize- Php 2000.00
3rd Prize- Php 1000.00
Host other expenses: snacks for 12 participants from 4 campus and 5 GAD Committee chair/members, key officials, faculty, staff and personnel, sound system operators, student GAD officers. Php 50 x 150 persons =**Php 7,500.00**
Other expenses: T-shirts with GAD statement @ Php 200x 75 persons =**Php 15,000**, certificates for participants and coach – 16 @ Ph5.00= **Php 80.00**
Total:Php 28,580.00
For Regional:
1st Prize– Php 30,000.00
2nd Prize- Php 20,000.00
3rd Prize- Php 10,000.00
Host expenses: snacks for 5 provincial participants and coach from CALABARZON, 5 GAD Committee chair/members, key officials, faculty, staff and personnel, sound system operators, student GAD officers. Php 50 x 150 persons =**Php 7,500.00**
Other expenses: T-shirts with GAD statement @ Php 200x 75 persons =**Php 15,000**, certificates for participants and coach – 35 @ Ph5.00= **Php 175.00**
Total: Php 82,675.00
For National:
1st Prize– Php 50,000.00
2nd Prize- Php |

Need to provide GAD officer of the day.	Some students need guidance and counseling regarding GAD issues.	To increase students advocacy and awareness on GAD programs, projects and activities.	Provide GAD guidance and counseling for students.	Students will be GAD oriented and aware.	35,000.00 3rd Prize- Php 25,000.00 **Host expenses:** snacks for 16 regional participants, 5 GAD Committee chair/members, key officials, faculty, staff and personnel, sound system operators, student GAD officers. Php 50 x 300 persons =**Php 15,000.00** Other expenses: T-shirts with GAD statement @ Php 200x 100 persons =**Php 20,000**, certificates for participants and coach – 50 @ Ph5.00= **Php 250.00** **Total: Php 142,250.00** **No budget required** **Total for advocacy and awareness: Php 1,045,195.00**
Human Resource and Management Need to strengthen the capability and capacity of the GAD Focal Persons/Committee on gender mainstreaming, planning, implementation and budgeting.	Only few among the university members can serve as GAD trainers, facilitators and technical assistance.	To increase their cognitive skills as GAD trainers, facilitators and technical assistance.	Conduct GAD Trainers' Training for faculty and staff	15 GAD chairs members, 35 selected faculty members; 25 staff and personnel will be the participants and will develop their trainers' capability	**Php 15,000.00** for Speakers' Professional Fee @ 3 day Seminar-workshop 7 Meals @ Php 100 6 snacks@ Php 50 = Php 1000 x 75 participants = **Php 75,000.00** Plaque, Certificates and Token = **Php 5,000.00** Venue: **Php 114,000.00** (19 rooms (with 4 persons capacity) @ Php 3,000

					Total for HRM: **Php 209,000.00**
Organizational Culture Need to promote the use of gender –fair language in the formal and informal communication.	Only few of the university use a gender-fair language in their formal and informal communicati on.	To develop the use of gender-fair language in university community.	Conduct a seminar-workshop on Gender- Fair Language	To be participated by 25 GAD chairs and members, 14 Deans and Directors, 35 faculty members; 20 staff and personnel and able to use a gender-fair language after the seminar.	**Php 5,000.00** for Speakers' Professional fee for a 1 day Seminar-workshop 1 Meal @ Php 100 2 snacks@ Php 50 = Php 200 x 94 participants = **Php 18,800.00** Plaque, Certificates and Token = **Php 3,000.00** **Total for Organizational Culture: Php 26,800.00**
Curriculum and Instruction Need to increase the faculty capability on the development of instructional materials, modules or work-text with GAD concepts in different subjects.	Only few of the faculty's are capable to develop instructional materials, modules or work-text with GAD concepts in different subjects.	To increase the faculty capabilities to develop instructional materials with GAD concepts in different subjects.	Conduct a seminar-workshop on Instructional Materials Development with GAD concepts in different subjects.	100 faculty will be the participants and able to develop an instructional materials with GAD concepts in different subjects.	**Php 5,000.00** for Speakers' Professional fee for a 1 day Seminar-workshop 1 Meal @ Php 100 2 snacks@ Php 50 =Php200 x 100 participants = **Php 20,000.00** Plaque, Certificates and Token = Php 3,000.00 **Total for Curriculum and Instruction: Php 28,000.00**
Research Need to encourage the university community to conduct gender-related research studies.	Only few conducted GAD researches.	To encourage the university community to conduct GAD researches.	Encourage the university community to conduct GAD researches.	More GAD researches conducted. (Expected output at least 10 researches per year)	Financial incentives be given to GAD researcher/s. at least **Php 5.000.00** depending on its relevance x 10 researcher/s = **Php 50,000.00**

					Total for Research: Php 50,000.00
Extension Program Need to sustain gender sensitive and gender-responsive livelihood programs and projects for women and men in the community.	Insufficient financial support for gender sensitive and gender-responsive livelihood programs and projects.	To sustain a gender sensitive and gender-responsive livelihood programs and projects.	Conduct **Coco Coir Processing** Seminar since CALABARZON has plenty of Coconut	15 women and 15 men in a barangay will be able to produce product from coco coir such as doormat, rope, net and others; and every two persons can earn Php 6000 additional income per month.	**Php 5,000.00** for Speakers' Professional fee for a 1 day Seminar-workshop 1 Meal @ Php 100 2 snacks@ Php 50 =Php200 x 30 participants/barangay = **Php 6,000.00** Plaque, Certificates and Token = **Php 2,650.00** **Php 200,000.00** initial capital for labor materials and equipments, **Total for Extension Program: Php 231,650.00**
Network and Linkages Need to strengthen the linkages and partnership to other institutions and women's organization with good/best practices on gender mainstreaming.	Limited network and linkage to other partners and institutions with good/best practices on gender mainstreaming.	To enhance the capability on gender mainstreaming and to appreciate the crucial contributions of establishing linkage and partnership not only to women's organization but also to various institutions promoting the rights and empowerment of women.	Visit different institutions/agencies with good/best practices on gender mainstreaming. Attending seminar-workshop, conferences, symposia, fora	12 GAD Committee chairs/members will strengthen not only their knowledge of the best practices on gender mainstreaming but also their partnership to other concerned individuals and organizations. 5 GAD Committee/ members participated	**Php 32,727.36** (Php 2,727.28 /participants) Php 4500.00 x 5 participants =**Php**

					22,500 for registration fee, materials, kit, meals and snacks Php 480x 3 days= Php1,400 x5 participants = **Php7,000.00** **Total=Php 29,500.00** **Total for Network and Linkages: Php 62,227.36**
GAD Budgeting Need to strengthen capability in GAD plan and budget.	At least 5 % budget as mandated by the law is not fully utilized.	To enhance the capability in formulating GAD plan and budget.	Conduct seminar –workshop on GAD Planning and Budgeting.	1 internal auditor, 1 planning officer, 1 budget, 10 deans and director ; 10 selected faculty members for five colleges/institute; a total of 23 participants in a campus	**Php 10,000.00** for Speakers' Professional fee for a 2 day Seminar-workshop 1 Meal @ Php 100 2 snacks@ Php 50 =Php200 x 23 participants/campus = Php 4,600.00 x 2 days = **Php 9,200** Plaque, Certificates and Token = **Php 5,000.00** **Total for GAD Budgeting: Php 24,200.00**
Monitoring and Evaluation Need to review and evaluate gender-issues that persist in the university. Need to establish a GAD e-data based	Some gender-issues are not identified by the GAD Committee. Some of the GAD programs,	To identify other gender-issues in the university. To create a	Conduct gender-issue identification through survey checklist. Establish a GAD	Other Gender-issues were identified by the university community. Establishment of a GAD e-data based	**Php 7,000.00** for printing and materials; for statistician **Php 40,000.00** for computer and printer

center for record keeping for future reference of the next GAD Committee and to show transparency among GAD advocates.	projects and activities were not properly documented by the previous GAD Committee or sometimes those paper documents has been damaged by the typhoon/flood. Some of the GAD advocates find difficulty in identifying GAD issues which serve as reference for an intervention program	GAD e-data based center.	e-data based center.	center by GAD Committee	**Total for GAD Monitoring and Evaluation: Php.47,000.00**

Grand Total:

(Note: budget may increase depending on the number of participants; series of seminar-workshops and location of institutions/agencies to be visited)

5. A follow-up study in the GAD implementation in SUCs be conducted in other   regions of the Philippines after the adaptation of GAD Intervention Program to enhance the findings of this study.

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