

Implementation of Gender and Development among Higher Education Institutions: Input to *GAD* Enhancement Program

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ABSTRACT

Gender and Development (GAD) is a plan for development perspective that recognizes the unequal status and situation of women and men in society. Women and men have different development needs and interests as a result of inequality, which is institutionalized and perpetuated by cultural, social, economic and political norms, systems and structures. The descriptive research investigated the facts related to GAD Implementation in HEIs using a researcher-made questionnaire. Educational managers were “very aware” of the Republic Act 7192, known as Women in Nation building implementation while faculty members were only “moderately aware.” All HEIs agreed having encountered problems in GAD implementation such as inadequate trainings/seminars, lack of funding support, non-priority of GAD programs, limited collaboration of institutions on GAD-related activities, and unsustainable implementation. However, HEIs were aware that they have general and specific plans related to GAD implementation. The difference was found between educational managers and faculty members’ awareness level. Moreover, relationships were seen on the selected profile variables of HEIs and status of GAD implementation. Results of the study implied an input to GAD Enhancement program that will address the gaps for a sustainable level of implementation among HEIs.

Keywords – Social Science, Gender and Development, Higher Education Institutions, descriptive research, Region VI, Philippines

INTRODUCTION

Asian migrants in America such as Vietnamese and Koreans construct Asian and Asian American cultural worlds as quintessentially and uniformly patriarchal and fully resistant to change. In contradistinction, mainstream white America is constructed as the prototype of gender equality. Hence, Asian-American and white American women serve in these accounts as uniform categorical representations of the opposing forces of female oppression and egalitarianism. The researchers consider how the relational construction of hegemonic and subordinated femininities, as revealed through controlling images that denigrate Asian forms of gender, contribute to the internalized oppression and shape the doing of ethnicity (Pyke & Johnson, 2003). Hence, the researcher is interested in finding out the implementation of Gender equality in the Philippines.

As a development approach, GAD seeks to equalize the status and condition of and the relationship between women and men by influencing the processes and outputs of policy making, planning, budgeting, implementation, and monitoring and evaluation so that they would deliberately address the gender issues and concerns affecting the full development of women.

The Gender and Development (GAD) policy is one of the most controversial policies ever adopted by the Philippine government to promote the advancement of women. Since 1986, the Philippine government has been actively promoting gender, a policy that aims to eradicate gender inequalities and enable women and men to equally contribute to and benefit from development (Contreras, 1998).

The strategy for implementing gender equality is called gender mainstreaming. It is a strategy that aims to transform society and its institutions so they could work for gender equality to integrate women's concerns and experiences in the design, implementation, monitoring and evaluation of policies, programs and projects in all political, economic and social agenda. It is an approach that situates gender equality issues at the center of broad policy decisions, institutional structures and resource allocations, and includes women's views and priorities in making decisions about development goals and processes. It is about making government work for the advancement of women. It is about enabling women and men to develop their human potentials and enjoy mutually fulfilling relations (Schalkwyk, Thomas & Woroniuk, 1996).

At the agency level, gender mainstreaming means raising people's GAD awareness and building GAD-related capabilities; putting in place policies, structures, systems, and mechanisms that would facilitate and institutionalize the pursuit of gender equality and women's empowerment; applying GAD-related skills and tools to develop programs, activities and projects addressing gender issues; continuously implementing, monitoring, evaluating and enhancing the agency's gender mainstreaming and women's empowerment efforts; and incorporating GAD in all aspects of agency's operations (Schalkwyk, *et al.*, 1996).

Gender is an issue because fundamental differences and inequalities between women and men exist. These differences and inequalities may manifest themselves in different ways in specific countries or sectors.

Gender And Development (GAD) recognizes women as agents of development, not merely as passive recipient of development assistance, gender and development questions the relationship between women and men and the gender rules that are ascribed to them. It sees the gender division of labor as the root cause of inequality. It is, therefore, an approach to development focusing on social economics and political structures and therefore questions the current social economic and political structures that determine women and men participate in, benefit from, and control resources and activities. Here lies the social construction of gender and the assignment of roles, expectations and responsibilities. A woman in relation to a man is the crux of this approach, which questions the impact of social, economic and political structure.

The Gender and Development perspective recognizes that gender concerns cut across discipline in all areas of development. Therefore, this study addresses towards the overarching ideologies and issues of GAD towards other disciplines.

OBJECTIVES OF THE STUDY

The study aimed to investigate the extent of implementation of Gender and Development mandate among Higher Education Institutions in the Province of Capiz, Philippines. More specifically, the study sought to determine the level of awareness and status of HEIs of RA 7192 on GAD programs; the level of assessment of educational managers and faculty members in GAD implementation; the problems encountered by educational managers and faculty members in GAD implementation; the a difference and relationship on the level of awareness between educational managers and teachers in GAD implementation; and recommend an enhancement program for GAD implementation in HEIs.

FRAMEWORK

Theory on Gender Equality. Gender Equality is a theory has qualitative and quantitative aspects. The quantitative aspect implies an equal distribution women and men in all areas of society such as education, work, recreation, power, and position. However, the qualitative implies that knowledge and experiences and values of both women and men are given equal rights and used to enrich and direct all social areas and endeavor.

Theory of Constraints. The relationship of this study to the Theory of Constraints is more on the series of decision-making techniques. Secondly, it is applied to production, planning, and control, project management, accounting and performance measurements, particularly in the educational system with the application of cause-and-effect analysis.

Theory on Gender Mainstreaming. The theory on Gender Mainstreaming is also adapted to anchor this study. Gender mainstreaming is a contested concept and practice. It is the re-invention, restructuring, and re-branding of a key part of feminism in the contemporary era. It is both a new form of gendered political and policy practice, and it is a new gendered strategy for theory development. As a practice, gender mainstreaming is intended as a way of improving the effectivity of pair policies by making visible the gendered nature of assumptions, processes, and outcomes.

Theory of Change. The present study also finds its way to consideration of the Theory of Change, which postulates that building blocks in any system is expected to bring about long term goal (Anderson, 2005). These blocks that also refer to outcomes, results, accomplishments, or preconditions which are depicted on a map known the pathway of change or change framework, are the graphic presentations of the change process.

The study looked into the implementation of Gender and Development (GAD) Mandate among Higher Education Institutions (HEI's) in the Province of Capiz and consequently provide enhancement program to improve its implementation. It is assumed further that whatever weaknesses is seen in the process of evaluation is given consideration in training programs that could bring about positive change in GAD implementation.

METHODOLOGY

A descriptive research is designed to investigate and analyze facts relevant to the implementation of gender and development among HEIs as well as investigates relationship between factors or variables. The study was conducted from November 2012 to January 2013 in the sixteen (16) Higher Education Institutions in the Province of Capiz, Philippines.

The respondents of the study were the 170 educational managers and 252 faculty members of HEIs in the Province of Capiz, which were taken through stratified random sampling. The respondents were made aware on the confidentiality of their responses. Hence, ethical issues and concerns were observed by the researcher.

A self-made questionnaire was subjected to content validation by the panel of experts and was pretested. The pretest results were subjected to item analysis and reliability, which is 94.4%. The data were processed using the Statistical Package for Social Science. Frequency counts and percentages were used to describe the profile of the respondents. The mean was used to find out the level of awareness and status of GAD implementation; Chi-square for testing the hypotheses and in determining the relationship between selected variables.

RESULTS AND DISCUSSION

The study revealed the following significant findings: Generally, educational managers were “aware” of RA 7192 that deals with Women in Development and Nation-building, whereas, faculty members were “moderately aware” of this Republic Act.

Respondents from 15 out of 16 HEIs perceived that their institutions follow a general plan in the implementation of GAD programs, whereas 14 out of 16 HEIs, perceived that their institutions follow a specific plan in the implementation of GAD programs. A greater number of respondents from four of six private HEIs, and six of 10 SUC’s attended GAD-related seminars and training. All of the educational managers of the private HEIs and six of ten SUC’s had no idea if how much was the budget allocated for GAD programs and activities.

Twenty-six out of 31 (83.9%) specified GAD-related activities were somehow implemented by HEIs as perceived by their educational managers and faculty members. Gender-related activities, in general, as perceived by the educational managers and faculty members were “sometimes” held in their respective

institutions. In general, educational managers and faculty members were “highly positive” on gender equality given to women in their respective institutions. The results imply that the educational managers trust and give greater responsibilities to women compared to men.

The top three problems met by the educational managers and faculty members in the implementation of GAD programs were: the inadequacy of training, seminars, workshops and conferences related to GAD; followed by the lack of funding/budget support for GAD programs implementation; and GAD programs are not the priority of the institution. It can therefore be said that GAD related programs were given less attention by the institutions. Further, the results imply that since there is a lesser awareness and implementation, institutions should allocate minimum, if not maximum, funding to mobilize the GAD programs and gain better appreciation among stakeholders of the institution.

Table 3. Mean response on awareness of educational managers and teachers on RA 7192 on GAD Programs.

Item Statement	MEAN RESPONSE		T-TEST	
	EDUCATIONAL MANAGERS	TEACHERS	t-value	Sig. 2-tailed
Are you aware of RA 7192?(Women in Development and Nation Building)	3.46	2.98	4.004**	0.000
Women do not experience gender bias in school regulations, circulars and issuances.	3.98	3.77	2.028*	0.043

**-highly significant

Results showed that mean responses between educational managers and faculty members on awareness of RA 7192 or usually known as Women in Development and Nation-Building were significantly different. There was a significant relationship between HEIs selected profile variables and status of GAD implementation.

CONCLUSIONS

Educational managers and faculty members have different GAD implementation awareness level. While most HEIs are aware that they have general and specific plans related to GAD implementation, other HEIs admitted they are not aware that they follow specific plans.

Only few institutions affirmed they have attended seminars related to GAD, and about half of the HEIs have attended the seminar but failed to enumerate them. Educational managers and faculty members are “highly positive” that women are given equal rights for professional development, and they are smarter like men who can perform their social, political, economic and cultural positions. They further affirmed that women have equal opportunities to hold designations and can effectively perform their functions in implementing, monitoring and evaluating programs in the institutions, despite complexities they encountered as women.

Educational managers and faculty members encounter similar problems in GAD implementation like inadequacy of seminars, lack of budget support, limited collaboration, poor sustainability, the reluctance of faculty members to attend to programs related to it because their heads and executives are also not supportive of its implementation. Educational managers have higher awareness level than faculty members about GAD implementation.

Educational managers who were sent to GAD-related trainings/seminars should conduct echo seminar to HEIs to improve the level of awareness and the implementation of RA 7192. General and specific guidelines should be disseminated, and faculty and staff should be informed of their roles in the implementation of GAD programs. Gender equality issues should also be discussed in HEIs so that its implementation will be fully understood. Problems met by both educational managers and faculty members should be given immediate attention by HEIs to improve the implementation of RA 7192.

The difference in the awareness level of educational managers and faculty members could be remedied if proper dissemination of training and seminars attended through echo-seminar during in-service seminars. HEIs must look into GAD programs implementation in a holistic approach taking into consideration the weaknesses of GAD implementation as reflected in the results and findings of the study.

Highly important in the implementation of every program of the institution is the allocation of funds. Programs like GAD should be allocated with at least

minimal funds to mobilize and be serving to the clientele and stakeholders. It is not enough that the educational managers would only be aware by attending seminars and trainings. They must transfer these knowledge to the students and other constituents for implementation and practice. By doing so, there would be an increase of awareness among multiple stakeholders.

TRANSLATIONAL RESEARCH

The study could produce a policy manual on GAD programs to be implemented by each HEI. Likewise, brochures on the designed programs anchored on GAD can be distributed to both educational managers and faculty members. These translated materials should be disseminated and impact evaluation should be made.

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