RESEARCH ARTICLE

Exploring the School Gender and Development Program: Awareness, Implementation, and Challenges

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ARTICLE INFO	ABSTRACT
	The study focused on assessing the level of awareness and implementation of the Gender and Development (GAD) program at Alviola Integrated School-Annex in terms of policy, people, enabling mechanisms, and programs/activities/projects (PAPS). It also aimed to identify challenges and explore the relationship between awareness and implementation. The findings showed that students and teachers are highly aware of the GAD program, and its implementation was rated very satisfactory. A significant positive relationship was found between awareness and implementation, highlighting the importance of awareness in improving GAD program execution. However, financial constraints and inadequate resources were identified as key challenges. The study suggests adopting a training program to enhance GAD implementation in the school.
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1. INTRODUCTION

Gender-related issues, including disparities in education and the economy, persist globally. Girls are less likely to complete primary and secondary education due to cultural norms and economic barriers (UNESCO, 2023), while women face wage gaps and underrepresentation in leadership roles (World Economic Forum, 2020). The Philippines has taken steps to address these issues through the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Magna Carta of Women (RA 9710), which mandates gender mainstreaming across government entities.

The Department of Education (DepEd) implements the Gender-Responsive Basic Education Policy (DepEd Order No. 32, s. 2017) to address gender-related issues in schools, including violence, discrimination, and biases in curricula (Manila Bulletin, 2022). The Philippine Commission on Women (PCW) also developed the Gender Mainstreaming Evaluation Framework (GMEF) to assess and enhance gender mainstreaming efforts (PCW, 2024). Further, GMEF comprises four entry points: policy, people, enabling mechanisms, and program activities projects (PAPs). Gender mainstreaming efforts from each entry point are rated, and scores are interpreted into levels. Level 1 Foundation Formation, Level 2 Installation of Strategic Mechanisms, Level 3 GAD Application, Level 4 Commitment Enhancement and Institutionalization, and Level 5 Replication and Innovation (PCW, 2024).

This study was grounded in understanding the multifaceted nature of Gender and Development (GAD) program implementation within educational settings, recognizing that such programs

encompass a wide array of components and are influenced by numerous factors. Specifically, on the Alviola Integrated School-Annex, aiming to evaluate the levels of awareness and implementation of the GAD program among its participants.

This study examined participants' awareness in four key areas: policy, people, enabling mechanisms, and programs/activities/projects (PAPs). Awareness is a critical factor, as it often precedes and facilitates effective implementation. This study also ought to measure the level of awareness and how this awareness translated into the actual implementation of the GAD program within the school.

In the process of implementing any program, it is natural for challenges and issues to arise. Recognizing this, the study is also aimed to identify the specific problems encountered during the implementation of the GAD program. These challenges provided valuable insights into the obstacles that hinder the program's effectiveness and sustainability.

The identification of these problems served as one of the bases for creating a training program tailored to the needs of the GAD program. This training program is intended to address the gaps and challenges identified in the study, providing targeted interventions to enhance the knowledge, skills, and capabilities of those involved in the program. By doing so, the study highlights the current state of GAD program implementation and contributes to the development of practical solutions to improve gender equality and mainstreaming within the school.

Gender and development policies

Educational policies can sometimes reinforce social inequalities if not well-designed (Economic Policy Institute, 2019). Curricula and learning materials, may perpetuate gender biases due to inaccuracies and outdated content (United Nations Girls' Education Initiative, 2018). The Department of Education (DepEd) has recognized these issues and stressed the need to correct gender stereotypes in educational content (Department of Education, 2017). This call for revision is part of broader efforts, supported by UNESCO, to promote education free from biases (UNESCO, 2018). The UNESCO Global Education Monitoring (GEM) report (2020) and a UN Women study (2021) underscore the necessity of integrating gender perspectives into educational policies to ensure a more equitable learning environment.

Gender and development people

In terms of people in Gender and Development, effective gender mainstreaming needs collaboration among all stakeholders, including government agencies, civil society organizations, and the private sector, such multi-stakeholder partnerships improve the effectiveness of gender equality initiatives and help address resistance to change (World Bank, 2022).

Gender and development enabling mechanisms

Effective gender mainstreaming also requires both adequate funding and robust institutional mechanisms. Sufficient resources are necessary to implement GAD programs comprehensively and address gender-related challenges. Institutional mechanisms, such as policies and guidelines, help integrate gender considerations into decision-making and program implementation (Philippine Competition Commission, 2022). However, small and medium schools often struggle with inadequate funding for GAD activities, as the minimum 5% budget allocation may not cover all needs, especially in resource-constrained settings. Proper budgeting is crucial for job satisfaction and organizational commitment, and ensuring adequate resources is key to sustaining gender mainstreaming efforts and achieving long-term gender equality goals (UN Women, 2021; World Bank, 2022).

Gender and development programs/activities/projects

In education, studies have shown that GAD programs/activities/projects can significantly impact gender equality in schools. For example, initiatives aimed at revising school curricula to remove gender biases and stereotypes have been crucial in promoting gender-sensitive education (Philippine Commission on Women, 2022).

In a recent GMEF assessment of Alviola Integrated School-Annex for 2022-2023, the school received a Level 1 rating in gender mainstreaming efforts, indicating limited participation in GAD activities. Recognizing the importance of GAD initiatives in embedding values and promoting gender equality

through education, this study investigated the extent of GAD program implementation and awareness in Alviola Integrated School-Annex to craft a training program based on the findings.

2. MATERIALS AND METHODS

2.1 Research design

This study utilized the descriptive correlational research, a robust quantitative research methodology used to describe the characteristics of a population or phenomenon systematically and to explore the relationships between variables without inferring causal connections (Creswell, J. W., & Creswell, J. D., 2017). This research design was used to collect detailed information about the level of awareness and implementation among students and teachers regarding GAD policies, people, enabling mechanisms, and programs/activities/projects (PAPS). The employment of descriptive correlational in the study quantified the extent to which awareness influenced implementation and identified the specific challenges of the GAD program.

The structured questionnaire was modified and adopted from Enhanced Gender Mainstreaming Evaluation Framework (GMEF) of the Philippine Commission on Women (PCW) designed to ensure that data collected is comprehensive and reliable. It includes both closed-ended questions, which facilitate quantitative analysis, and open-ended questions, which provide deeper insights into the respondents' experiences and perceptions. The closed-ended questions use a Likert scale to measure the level of awareness and implementation of the GAD program.

2.2 Sampling design

In determining the number of participants of the study, Cochran's sample size formula was utilized to determine the optimal number of participants needed to achieve statistically significant results. 187 participants were identified, 15 from the school head and teachers, 172 from the students. For the students, stratified random sampling is employed since the school has four (4) different year levels with varying numbers of enrollments. The researcher then used simple random sampling through a lottery technique to identify the actual participants from the student of the study.

2.3 Statistical treatment

Data analysis includes frequency counts and percentages, weighted means, and Spearman's rank-order correlation to address the research questions and hypotheses.

3. RESULTS

3.1 Problem 1: The level of awareness of the GAD program in terms of policy, people, enabling mechanisms, and programs/activities/projects (PAPs)

Table 1 provides an overview of the level of awareness regarding the Gender and Development (GAD) policy at Alviola Integrated School-Annex. Respondents demonstrate a high level of awareness, with a mean score of 4.12 for the school's issuance of policies supporting GAD mandates and GAD Planning and Budgeting. Efforts to review policies for alignment with emerging

Table 1: Mean distribution of the level of awareness of the GAD program in terms of policy

Gender and Development Policy	Mean	Standard Deviation	Verbal Description
1. The school issued policies articulating support to GAD mandates and establishing the essential elements of GAD Planning and Budgeting.	4.12	0.98	Highly Aware
2. The school conducted a review of existing policies for consistency with emerging GAD issues.	3.93	0.96	Highly Aware
3. The school issued broad statements of intentions or aspirations reflecting its support for GAD-related activities.	4.02	0.96	Highly Aware
4. The school issued policies reflecting its interest in gender mainstreaming.	3.93	1.00	Highly Aware

5. The school issued policies addressing the gender needs of the students and teachers.	4.09	0.92	Highly Aware
6. The school used gender-fair language and images in its policy issuances.	4.07	0.95	Highly Aware
7. The school adopted a GAD Agenda/Strategic Framework.	4.01	0.97	Highly Aware
8. The school integrated GAD perspective in its organizational and/ or national/sectoral plan/s.	4.09	0.94	Highly Aware
9. The school formulated organizational/national/ sectoral policies on GAD.	4.01	0.92	Highly Aware
10. The school's GAD policy/policies resulted in bridging gender gaps of the students and teachers.	4.05	0.96	Highly Aware
11. The school used the results of gender analysis in the development and/ or enhancement of policies.	4.08	0.93	Highly Aware
12. The school integrated GAD perspective in its Vision, Mission, and Goals.	4.10	0.91	Highly Aware
13. The school's GAD policies has been used as model/standard by other organizations.	4.00	0.97	Highly Aware
MEAN	**4.04**	**0.80**	**Highly Aware**

Note: 1-1.49=Not Aware; 1.50-2.49 =Less Aware; 2.50-3.49=Moderately Aware; 3.50-4.49=Highly Aware; 4.50-5=Very Highly

GAD issues and issuing broad support statements also received high acknowledgment, with mean scores of 3.93 and 4.02, respectively.

Additionally, the integration of GAD perspectives into organizational and national plans, along with GAD policy formulation, achieved mean scores between 4.01 and 4.09, indicating strong awareness among participants.

The data corroborate that the participants are generally highly aware on the Gender and Development Policy. This indicates even more how knowledgeable the teachers and students are about the implementation of the school's gender and development policy.

Moreover, a study by Singh and Gupta (2019) found that comprehensive training programs significantly increase the awareness and understanding of GAD policies among school staff and students. As to the Department of Education, The Philippine Commission on Women (PCW) has been actively conducting capacity development sessions through its GAD Webinar Series. These sessions focus on enhancing knowledge and skills related to GAD concepts, tools, and their application, which aligns with the capacity-building efforts mentioned.

Table 2 summarizes participants' awareness of stakeholders responsible for Gender and Development (GAD) initiatives at Alviola Integrated School-Annex. With a mean score of 4.00 and a standard deviation of 0.79, the data indicate a high and consistent understanding of stakeholder roles in GAD efforts. The "Highly Aware" rating across all items reflects a moderately extensive awareness of various aspects of GAD involvement.

Table 2: Mean distribution of the level of awareness of the GAD program in terms of people

Gender and Development People	Mean	Standard Deviation	Verbal Description
1. The school designated people in strategic positions as members of its GAD Focal Point System (GFPS).	4.10	0.99	Highly Aware
2. The school's GAD Focal Point System (GFPS) members attended appropriate and relevant training on GAD.	4.00	0.97	Highly Aware

3. The school's top management attended Basic GAD Orientation or Gender Sensitivity Training (GST).	4.02	0.85	Highly Aware
4. The school's top management and GAD Focal Point System (GFPS) members aware and conscious of GAD-related policies and mandates.	4.09	0.93	Highly Aware
5. The school's top management direct the implementation of the GAD Plan and Budget (GPB) of the school.	4.02	0.90	Highly Aware
6. The school's program implementers are trained on gender analysis (GA) and the use of gender analysis (GA) tools.	4.04	0.87	Highly Aware
7. The school's male employees are involved and appreciative of the school's GAD PAPs.	3.98	0.98	Highly Aware
8. The school's clients (internal and external) aware of the GAD efforts of the organization.	4.01	0.96	Highly Aware
9. The school's clients (internal and external) able to articulate their gender needs/issues in the development of the school's GAD PAPs.	3.96	0.94	Highly Aware
10. The school's top management direct the integration of GAD perspective in the organization's programs/activities/ projects (PAPs) and performance indicators.	3.96	1.04	Highly Aware
11. The school's GFPS members and program implementers are able to integrate GAD perspective in the development of the school's programs/activities/ projects (PAPs).	4.00	1.01	Highly Aware
12. The school's concerned staff members able to utilize sex-disaggregated data (SDD) and/ or gender statistics for gender analysis (GA) to enhance the school's GAD PAPs.	3.98	0.97	Highly Aware
13. The school's top management support the appointment of qualified women staff members to leadership positions.	4.11	0.93	Highly Aware
14. The school's women assume critical roles and authority in the school.	3.94	1.00	Highly Aware
15. The school's clients (internal and external), able to participate in the planning and implementation of the school's GAD PAPs.	4.01	0.96	Highly Aware
16. The school's GAD Focal Point System (GFPS) members are able to serve as GAD resource persons within the school, including its regional offices and attached agencies.	3.96	1.04	Highly Aware
17. The school's top management direct the monitoring of the school's GAD PAPs.	3.99	1.02	Highly Aware
18. The school's concerned staff members able to adjust GAD PAPs to address emerging gender issues.	3.94	0.99	Highly Aware
19. The school's top management and concerned staff members reflect GAD functions in their performance contracts or terms of reference (TORs).	3.99	0.97	Highly Aware
20. The school's concerned staff members able to develop tools and/or knowledge products (KPs) on GAD.	3.97	0.98	Highly Aware
21. The school's clients (internal and external) able to participate in 3 or more levels of the development planning cycle of the organization's GAD PAPs.	3.97	0.97	Highly Aware
22. The school's top management raise GAD concerns during high-level meetings/ discussions.	4.02	1.01	Highly Aware

(e.g. Cabinet cluster meeting, international conferences)			
23. The school's staff members recognized as GAD experts by other organizations.	3.99	0.95	Highly Aware
24.The school's external clients of the school recognized as GAD champions by reputable local, national and international organizations.	4.04	0.97	Highly Aware
MEAN	**4.00**	**0.79**	**Highly Aware**

Note: 1-1.49=Not Aware; 1.50-2.49 =Less Aware; 2.50-3.49=Moderately Aware; 3.50-4.49=Highly Aware; 4.50-5=Very Highly

Additionally, the PCW ensures that the GAD Focal Point System (GFPS) framework is disseminated and emphasized within each organization, promoting a structured approach to defining roles and responsibilities to effectively support GAD initiatives.

UNESCO (2015) emphasizes that successful gender mainstreaming requires the involvement of all stakeholders, including government, civil society, and the private sector. The collaborative approach helps in addressing gender inequalities effectively through shared responsibilities and coordinated actions.

An example of this the Magna Carta of Women (RA 9710) in the Philippines which mandates the participation of various stakeholders, including government agencies, local government units, and civil society organizations, in promoting gender equality. This multi-stakeholder approach has been instrumental in advancing women's rights and addressing gender disparities in the country. Another example is Sweden's success in gender equality policies is often attributed to the active involvement of multiple stakeholders, including government bodies, private sector companies, and non-governmental organizations. The shared roles and responsibilities ensure comprehensive and inclusive policy implementation (Swedish Institute, 2019).

Table 3 presents an assessment of the participants' level of awareness regarding the Gender and Development (GAD) enabling mechanisms within Alviola Integrated School-Annex. With a mean awareness level of 3.88 and a standard deviation of 0.83, the data indicate a highly aware understanding among the participants concerning the various mechanisms facilitating gender mainstreaming within the organization. Across all items, the verbal description "Highly Aware" reflects a strong comprehension of the roles and functions of different mechanisms in promoting GAD objectives.

Specifically, participants demonstrate recognition of mechanisms such as the establishment of GAD Focal Point Systems (GFPS), initiatives for gender mainstreaming facilitated through partnerships with relevant agencies, and efforts to collect sex-disaggregated data and gender statistics.

Additionally, there is acknowledgment of the allocation of budgetary resources, utilization of data in planning cycles, and coordination and monitoring of GAD activities. The findings underscore a proactive approach in utilizing resources and partnerships to advance GAD goals, with mechanisms being recognized for their contributions towards desired impacts and model practices in gender mainstreaming. Moreover, the table highlights efforts towards knowledge management integration, database establishment, and replication of successful practices by other organizations, indicating a comprehensive approach to GAD implementation and dissemination of best practices.

Table 3: Mean distribution of the level of awareness of the GAD program in terms of enabling mechanisms

Gender and Development Enabling Mechanism	Mean	Standard Deviation	Verbal Description
1. The school created/ reconstituted its GAD Focal Point System (GFPS) in accordance with Magna Carta of Women Implementing Rules and Regulations (MCW IRR) Sec. 37-C and other pertinent policies issued by oversight agencies.	3.99	1.00	Highly Aware
2. The school initiated exploratory activities with the Philippine Commission on Women (PCW) or	3.89	1.02	Highly Aware

other agencies/LGUs, institutions and/or individuals to facilitate gender mainstreaming.			
3. The school collected information towards the establishment of sex-disaggregated database and enhancement of its M&E system.	3.88	0.99	Highly Aware
4. The school's organization have a functional GAD Focal Point System based on the provisions of the guidelines issued by relevant oversight agencies? (e.g. PCW MC 2011-01 for NGAs, JMC 2013-01 for LGUs and CHED MO 2015- 01 for SUCs)	3.90	1.03	Highly Aware
5. The school established other GAD mechanisms.	3.90	1.01	Highly Aware
6. The school utilized at least 5% of its budget* to implement GAD PAPs.	3.87	1.01	Highly Aware
7. The school is able to collect or generate sex-disaggregated data (SDD) and/or gender statistics*.	3.88	1.05	Highly Aware
8. The school's other GAD mechanisms coordinate, monitor and report the progress of the implementation of its functions.	3.90	0.97	Highly Aware
9. The school utilized 30% or more of its total budget* to implement GAD PAPs.	3.80	1.05	Highly Aware
10. The school has judiciously utilized its GAD budget to implement GAD activities based on its GPB.	3.85	1.04	Highly Aware
11. The school has partnered with agencies/ LGUs, institutions and/or individuals towards the strategic implementation of its GAD PAPs.	3.87	1.01	Highly Aware
12. The school utilizes its sex-disaggregated data and/or gender statistics in the development planning cycle (planning, implementation and management and monitoring and evaluation).	3.88	1.01	Highly Aware
13. The school's other GAD mechanisms are able to contribute towards the attainment of its desired impact/s.	3.88	0.94	Highly Aware
14. The school has utilized 70% or more of its total budget* to implement GAD PAPs.	3.85	1.04	Highly Aware
15. The school's database with sex-disaggregated data and/or gender statistics is able to generate sector-specific knowledge products (KPs) on GAD.	3.93	1.01	Highly Aware
16. The school's M&E system able to track the desired gender-related impacts of its GAD PAPs on clients (internal and external).	3.87	1.00	Highly Aware
17. The school has a Knowledge Management (KM) System with GAD-related knowledge products (KPs).	3.94	0.99	Highly Aware
18. The school's GAD Focal Point System have been recognized or awarded as a model GAD mechanism by reputable local, national, and international organizations on gender mainstreaming.	3.92	0.97	Highly Aware
19. The school's other GAD mechanisms been recognized as models by other organizations.	3.85	1.00	Highly Aware
20. The school has utilized 100% of its total budget* to implement GAD PAPs.	3.86	1.02	Highly Aware
21. The school has established a centralized database with sex-disaggregated data and/or gender statistics accessible to its regional offices	3.78	1.09	Highly Aware

and attached agencies, as well as external clients and partner organizations.			
22. The Knowledge Management (KM) system of the school integrated with GAD and replicated by other organizations.	3.89	1.01	Highly Aware
MEAN	**3.88**	**0.83**	**Highly Aware**

Note: 1-1.49=Not Aware; 1.50-2.49 =Less Aware; 2.50-3.49=Moderately Aware; 3.50-4.49=Highly Aware; 4.50-5=Very Highly

PCW has established the GAD LLH certification program for local government units (PCW, 2022). This program encourages the sharing and replication of local GAD innovations and best practices. Certified LGUs showcase various GAD-related programs and are monitored to ensure the sustainability and effectiveness of these initiatives. This program highlights a structured approach to knowledge management and the dissemination of best practices across different regions.

However, during the 2023 Gender Mainstreaming Evaluation Framework (GMEF) Orientation for School Heads and School GAD Coordinators in the Butuan City Division, no public school achieved Level 5, which is the Replication and Innovation level. This evaluation suggests that benchmarking within the schools of Butuan City Division will be challenging.

Table 4 highlights participants' awareness of Gender and Development (GAD) Programs, Activities, and Projects (PAPs). With a mean score of 3.91 and a standard deviation of 0.83, the data indicate a "Highly Aware" understanding of initiatives promoting

Table 4: Mean distribution of the level of awareness in the GAD program in terms of GAD Programs/Activities/Projects (PAPS)

Gender and Development Programs, Activities and Projects	Mean	Standard Deviation	Verbal Description
1. The school is observing international/ national/local GAD-related events.	4.04	0.95	Highly Aware
2. The school has conducted Basic GAD Orientation or Gender Sensitivity Training (GST) for its clients (internal and external).	3.87	0.97	Highly Aware
3. The school has conducted consultation activities with clients (internal and external) to identify gender issues and corresponding strategies.	4.00	1.02	Highly Aware
4. The school consulted PCW and relevant organizations/ individuals on its GAD mainstreaming efforts.	3.95	0.93	Highly Aware
5. The school has reviewed and revised existing Information/Education/ Communication (IEC) materials and Knowledge Products (KPs) to ensure use of gender-fair language and images.	3.98	0.99	Highly Aware
6. The school has set up a GAD corner.	3.90	1.11	Highly Aware
7. The school formulated GAD agenda or strategic framework.	3.95	1.01	Highly Aware
8. The school has developed its GAD Plan and Budget (GPB) based on GAD agenda, emerging gender issues, international/ national GAD mandates and/or results of gender analysis.	4.01	0.96	Highly Aware
9. The school has conducted deepening sessions on GAD based on the results of the Training Needs Assessment (TNA) or updated GAD policies and tools as part of the continuing capacity development of GAD Focal Point System (GFPS) and concerned staff members.	3.97	1.02	Highly Aware
10. The school has used Gender Analysis (GA) tools and techniques in the review, enhancement or development of PAPs.	3.89	1.03	Highly Aware
11. The school have facilities and services that address the gender issues and concerns of its clients (internal and external).	3.83	1.01	Highly Aware

12. The school has developed orientation modules for new employees with gender-sensitivity as a core competency.	3.94	1.02	Highly Aware
13. The school developed and disseminated new Information/Education/ Communication (IEC) materials on GAD to clients (internal and external).	3.87	0.99	Highly Aware
14. The school monitored the implementation of its GAD Programs/ Activities/Projects (PAPs).	3.93	1.04	Highly Aware
15. The school has prepared and submitted on time its GAD Plan and Budget (GPB) and GAD Accomplishment Report (GAD AR).	3.88	1.01	Highly Aware
16. The school conducted and sustained the GAD capacity development of its clients (internal and external).	3.85	1.05	Highly Aware
17. The school has conducted GAD capacity development sessions for its internal GAD experts.	3.90	1.00	Highly Aware
18. The school has regularly applied Gender Analysis (GA) tools in the development planning cycle (planning, implementation and management, and monitoring and evaluation).	3.88	1.01	Highly Aware
19. The school has set up a Knowledge Management (KM) system as a mechanism to transfer knowledge on GAD.	3.90	1.07	Highly Aware
20. The school has sustained implementation and monitoring of international, national and local GAD mandates in its PAPs.	3.89	0.98	Highly Aware
21. The school has conducted organizational/sector-specific capacity development sessions on GAD for clients (internal and external).	3.94	1.00	Highly Aware
22. The school regularly apply gender analysis (GA) tools to assess gender-responsiveness of programs/activities/ projects (PAPs).	3.89	1.07	Highly Aware
23. The school has developed a sustainability action plan for its GAD	3.84	1.00	Highly Aware
24. The school has conducted impact evaluation of its GAD PAPs.	3.86	1.06	Highly Aware
25. The school has been recognized as a GAD learning hub for its notable GAD PAPs.	3.88	1.06	Highly Aware
26. The school has partnership with stakeholders resulted in a convergence model that is recognized and replicated by other organizations.	3.88	1.02	Highly Aware
27. The school's Knowledge Products (KPs) and Information/Education/ Communication (IEC) materials on GAD been used by other organizations.	3.85	1.02	Highly Aware
28. The school has existing award/incentive system been integrated with GAD perspective.	3.93	1.03	Highly Aware
MEAN	**3.91**	**0.83**	**Highly Aware**

Note: 1-1.49=Not Aware; 1.50-2.49 =Less Aware; 2.50-3.49=Moderately Aware; 3.50-4.49=Highly Aware; 4.50-5=Very Highly

Observing GAD-related events at various levels helps to maintain a continuous dialogue about gender issues, thereby keeping them in the public consciousness and on the agenda of policymakers and organizations. Observing international, national, and local GAD-related events helps to raise awareness, build networks, and share best practices. For example, International Women's Day serves as a global platform to highlight gender issues, mobilize advocacy efforts, and celebrate achievements in gender equality (United Nations, 2020). Studies have shown that such events increase public awareness and support for gender equality initiatives (UN Women, 2019).

3.2 Problem 2. The Level of Implementation of the GAD Program in terms of Policy, People, Enabling Mechanisms, and Programs/Activities/Projects (PAPs).

Table 5 summarizes participants' assessment of implementing the Gender and Development (GAD) program in terms of policy. The overall mean score of 3.90 reflects a "Very Satisfactory" level of implementation. Key findings include issuing policies supporting GAD mandates and planning, with

a mean score of 4.03 and reviewing existing policies for alignment with emerging GAD issues, scoring 3.92. Broad statements supporting GAD activities achieved a mean of 3.93, while policies addressing gender needs, mainstreaming, and gender-fair language were also rated highly satisfactory. These results highlight the school's strong commitment to gender equality and inclusivity.

Table 5: Mean distribution of the level of implementation of the GAD program in terms of policy

Gender and Development Policy	Mean	Standard Deviation	Verbal Description
1. The school issued policies articulating support to GAD mandates and establishing the essential elements of GAD Planning and Budgeting.	4.03	0.98	Very Satisfactory
2. The school conducted a review of existing policies for consistency with emerging GAD issues.	3.92	0.89	Very Satisfactory
3. The school issued broad statements of intentions or aspirations reflecting its support for GAD-related activities.	3.93	0.98	Very Satisfactory
4. The school issued policies reflecting its interest in gender mainstreaming.	3.87	0.94	Very Satisfactory
5. The school issued policies addressing the gender needs of the students and teachers.	3.79	1.06	Very Satisfactory
6. The school used gender-fair language and images in its policy issuances.	3.88	0.94	Very Satisfactory
7. The school adopted a GAD Agenda/Strategic Framework.	3.80	1.00	Very Satisfactory
8. The school integrated GAD perspective in its organizational and/ or national/sectoral plan/s.	3.89	1.03	Very Satisfactory
9. The school formulated organizational/national/ sectoral policies on GAD.	3.93	0.96	Very Satisfactory
10. The school's GAD policy/policies resulted in bridging gender gaps of the students and teachers.	3.88	0.96	Very Satisfactory
11. The school used the results of gender analysis in the development and/ or enhancement of policies.	3.96	0.89	Very Satisfactory
12. The school integrated GAD perspective in its Vision, Mission, and Goals.	3.89	1.01	Very Satisfactory
13. The school's GAD policies has been used as model/standard by other organizations.	3.93	0.94	Very Satisfactory
MEAN	**3.90**	**0.83**	**Very Satisfactory**

Note: 1-1.49=Poor; 1.50-2.49 =Fair; 2.50-3.49=Satisfactory; 3.50-4.49=Very Satisfactory; 4.50-5=Outstanding

UNESCO's gender equality framework emphasizes that successful implementation of gender mainstreaming in educational institutions requires strong commitment from the top management, integration of gender perspectives into policies, and active monitoring and evaluation (UNESCO, 2016). Schools that follow these guidelines tend to report better outcomes in gender equality initiatives. A great example to this is the Department of Education's implementation of the Gender-Responsive Basic Education Policy (DepEd Order No. 32, s. 2017), which mandates the integration of gender perspectives in school policies and practices. Schools committed to this policy have reported successful implementation, evidenced by increased awareness and sensitivity to gender issues among students and staff (Philippine Commission on Women, 2018).

Table 6 outlines participants' evaluation of the implementation of the Gender and Development (GAD) program concerning people. The overall mean score of 3.96 indicates a "Very Satisfactory" level of implementation. Key highlights include the designation of GAD Focal Point System (GFPS) members in strategic positions, scoring 4.03, and training for GFPS members and top management on GAD-related issues, with scores ranging from 3.95 to 3.98. Male employee involvement in GAD initiatives and client awareness of GAD efforts scored 3.93 and 3.96, respectively, showcasing

inclusivity. Leadership in integrating GAD perspectives achieved a score of 4.01 while recognizing staff as GAD experts and external clients as GAD champions, further emphasizing the program's positive impact. These findings reflect a strong and inclusive approach to gender equality within the school.

Table 6: Mean distribution of the level of implementation of the GAD program in Alviola Integrated School-Annex in terms of people

Gender and Development People	Mean	Standard Deviation	Verbal Description
1. The school designated people in strategic positions as members of its GAD Focal Point System (GFPS).	4.03	0.90	Very Satisfactory
2. The school's GAD Focal Point System (GFPS) members attended appropriate and relevant training on GAD.	3.95	0.87	Very Satisfactory
3. The school's top management attended Basic GAD Orientation or Gender Sensitivity Training (GST).	3.98	0.92	Very Satisfactory
4. The school's top management and GAD Focal Point System (GFPS) members aware and conscious of GAD-related policies and mandates.	3.93	0.94	Very Satisfactory
5. The school's top management direct the implementation of the GAD Plan and Budget (GPB) of the school.	3.91	0.88	Very Satisfactory
6. The school's program implementers are trained on gender analysis (GA) and the use of gender analysis (GA) tools.	3.95	0.93	Very Satisfactory
7. The school's male employees are involved and appreciative of the school's GAD PAPs.	3.93	0.90	Very Satisfactory
8. The school's clients (internal and external) aware of the GAD efforts of the organization.	3.96	0.89	Very Satisfactory
9. The school's clients (internal and external) able to articulate their gender needs/issues in the development of the school's GAD PAPs.	3.97	0.91	Very Satisfactory
10. The school's top management direct the integration of GAD perspective in the organization's programs/activities/ projects (PAPs) and performance indicators.	4.01	0.94	Very Satisfactory
11. The school's GFPS members and program implementers are able to integrate GAD perspective in the development of the school's programs/activities/ projects (PAPs).	3.97	0.90	Very Satisfactory
12. The school's concerned staff members able to utilize sex-disaggregated data (SDD) and/ or gender statistics for gender analysis (GA) to enhance the school's GAD PAPs.	3.95	0.96	Very Satisfactory
13. The school's top management support the appointment of qualified women staff members to leadership positions.	4.00	0.94	Very Satisfactory
14. The school's women assume critical roles and authority in the school.	3.88	0.95	Very Satisfactory
15. The school's clients (internal and external), able to participate in the planning and implementation of the school's GAD PAPs.	3.93	0.88	Very Satisfactory
16. The school's GAD Focal Point System (GFPS) members are able to serve as GAD resource persons within the school, including its regional offices and attached agencies.	3.97	0.98	Very Satisfactory
17. The school's top management direct the monitoring of the school's GAD PAPs.	4.01	0.90	Very Satisfactory
18. The school's concerned staff members able to adjust GAD PAPs to address emerging gender issues.	3.97	0.93	Very Satisfactory

19. The school's top management and concerned staff members reflect GAD functions in their performance contracts or terms of reference (TORs).	4.02	0.93	Very Satisfactory
20. The school's concerned staff members able to develop tools and/or knowledge products (KPs) on GAD.	3.96	0.94	Very Satisfactory
21. The school's clients (internal and external) able to participate in 3 or more levels of the development planning cycle of the organization's GAD PAPs.	3.96	0.87	Very Satisfactory
22. The school's top management raise GAD concerns during high-level meetings/ discussions. (e.g. Cabinet cluster meeting, international conferences)	4.00	0.88	Very Satisfactory
23. The school's staff members recognized as GAD experts by other organizations.	3.91	0.96	Very Satisfactory
24.The school's external clients of the school recognized as GAD champions by reputable local, national and international organizations.	3.91	0.93	Very Satisfactory
MEAN	**3.96**	**0.76**	**Very Satisfactory**

Note: 1-1.49=Poor; 1.50-2.49 =Fair; 2.50-3.49=Satisfactory; 3.50-4.49=Very Satisfactory; 4.50-5=Outstanding

The World Bank Group (2024) recent publication emphasize the critical role of people in the implementation and success of GAD programs. Effective gender equality initiatives require individuals at all levels' active participation and commitment, from policymakers and educators to students and community members. The involvement of people ensures that gender-sensitive policies are not only implemented but also embraced and sustained within the community. The World Bank highlights that expanding economic opportunities for women and engaging them as leaders are crucial for achieving sustainable development and addressing global crises such as food insecurity and climate change. By prioritizing the empowerment of individuals, GAD programs can create more inclusive environments that support gender equality and foster social cohesion (World Bank, 2023).

Table 7 summarizes respondents' perspectives on the implementation of Gender and Development (GAD) enabling mechanisms within the school. The overall mean score of 3.86 indicates a "Very Satisfactory" level of implementation. Key findings include establishing and reconstituting the GAD Focal.

Table 7: Mean distribution of the level of implementation of the GAD program in terms of enabling mechanisms

Gender and Development Enabling Mechanism	Mean	Standard Deviation	Verbal Description
1. The school created/ reconstituted its GAD Focal Point System (GFPS) in accordance with Magna Carta of Women Implementing Rules and Regulations (MCW IRR) Sec. 37-C and other pertinent policies issued by oversight agencies.	3.96	0.93	Very Satisfactory
2. The school initiated exploratory activities with the Philippine Commission on Women (PCW) or other agencies/LGUs, institutions and/or individuals to facilitate gender mainstreaming.	3.96	0.93	Very Satisfactory
3. The school collected information towards the establishment of sex-disaggregated database and enhancement of its M&E system.	3.96	0.85	Very Satisfactory
4. The school's organization have a functional GAD Focal Point System based on the provisions of the guidelines issued by relevant oversight agencies? (e.g. PCW MC	3.91	0.91	Very Satisfactory

2011-01 for NGAs, JMC 2013-01 for LGUs and CHED MO 2015- 01 for SUCs)			
5. The school established other GAD mechanisms.	3.83	0.95	Very Satisfactory
6. The school utilized at least 5% of its budget* to implement GAD PAPs.	3.91	0.93	Very Satisfactory
7. The school is able to collect or generate sex-disaggregated data (SDD) and/or gender statistics*.	3.83	0.96	Very Satisfactory
8. The school's other GAD mechanisms coordinate, monitor and report the progress of the implementation of its functions.	3.84	0.92	Very Satisfactory
9. The school utilized 30% or more of its total budget* to implement GAD PAPs.	3.77	0.99	Very Satisfactory
10. The school has judiciously utilized its GAD budget to implement GAD activities based on its GPB.	3.87	0.97	Very Satisfactory
11. The school has partnered with agencies/ LGUs, institutions and/or individuals towards the strategic implementation of its GAD PAPs.	3.77	1.00	Very Satisfactory
12. The school utilizes its sex-disaggregated data and/or gender statistics in the development planning cycle (planning, implementation and management and monitoring and evaluation).	3.85	0.98	Very Satisfactory
13. The school's other GAD mechanisms are able to contribute towards the attainment of its desired impact/s.	3.82	0.97	Very Satisfactory
14. The school has utilized 70% or more of its total budget* to implement GAD PAPs.	3.82	0.93	Very Satisfactory
15. The school's database with sex-disaggregated data and/or gender statistics is able to generate sector-specific knowledge products (KPs) on GAD.	3.83	0.99	Very Satisfactory
16. The school's M&E system able to track the desired gender-related impacts of its GAD PAPs on clients (internal and external).	3.86	0.91	Very Satisfactory
17. The school has a Knowledge Management (KM) System with GAD-related knowledge products (KPs).	3.87	0.93	Very Satisfactory
18. The school's GAD Focal Point System have been recognized or awarded as a model GAD mechanism by reputable local, national, and international organizations on gender mainstreaming.	3.90	0.98	Very Satisfactory
19. The school's other GAD mechanisms been recognized as models by other organizations.	3.83	0.96	Very Satisfactory
20. The school has utilized 100% of its total budget* to implement GAD PAPs.	3.79	1.00	Very Satisfactory
21. The school has established a centralized database with sex-disaggregated data and/or gender statistics	3.89	0.97	Very Satisfactory

accessible to its regional offices and attached agencies, as well as external clients and partner organizations.			
22. The Knowledge Management (KM) system of the school integrated with GAD and replicated by other organizations.	3.84	0.95	Very Satisfactory
MEAN	**3.86**	**0.79**	**Very Satisfactory**

Note: 1-1.49=Poor; 1.50-2.49 =Fair; 2.50-3.49=Satisfactory; 3.50-4.49=Very Satisfactory; 4.50-5=Outstanding

Point System (GFPS) in compliance with the Magna Carta of Women Implementing Rules and Regulations (MCW IRR), scoring 3.96. Mechanisms for coordination, monitoring, reporting, and integrating gender perspectives into knowledge management systems scored between 3.84 and 3.91, highlighting their effectiveness. Additionally, the school's GAD mechanisms being recognized as models by reputable organizations and its Knowledge Management (KM) system being replicated by other institutions underscore its broader impact. These results reflect a systematic and comprehensive approach to promoting gender equality within the school.

DepEd Order 63, s. 2012 outlines guidelines that emphasize the necessity of creating annual GAD Plans and Budgets to ensure gender-related needs are integrated into the agency's overall planning and financial frameworks. This structured approach addresses gender issues through dedicated budget allocation and program implementation. Joint Circulars by the PCW, NEDA, and DBM, as referenced in DO 63, s. 2012, provide comprehensive guidelines for preparing, utilizing, and monitoring GAD budgets, underscoring the strategic importance of resource allocation in promoting gender equality (Philippine Commission on Women, Department of Budget and Management, & National Economic and Development Authority, 2022).

Table 8 evaluates the implementation of Gender and Development (GAD) Programs, Activities, and Projects (PAPs) within the school, with an overall mean score of 3.94, indicating a "Very Satisfactory" performance. Highlights include active participation in GAD-related events at various levels, scoring 4.03, and implementing Basic GAD Orientation or Gender Sensitivity Training (GST), scoring 3.97. Consultation activities to address gender issues earned 3.98 while revising communication materials for gender-fair language scored 3.97.

Establishing a GAD corner and formulating a GAD agenda scored 3.93 and 3.91, respectively, reflecting a gender-responsive environment. Developing a GAD Plan and Budget (GPB) aligned with emerging issues and mandates scored 3.97, while initiatives like deepening sessions, using Gender Analysis tools, and creating gender-sensitive orientation modules contributed to the mean score of 3.94. These findings demonstrate a comprehensive and strategic approach to promoting gender equality within the school.

This aligns with Institutional Theory by Meyer and Rowan in 1977 cited by Jepperson, R. L., & Meyer, J. W. (2021), which suggests that organizations that institutionalize gender mainstreaming are more likely to achieve sustainable and effective outcomes. Aside from the Department of Education's implementation of the Gender-Responsive Basic Education Policy (DepEd Order No. 32, s. 2017), evident to this claim is the Finnish schools which are recognized for their systematic and comprehensive approach to gender equality. Their national education policy includes gender equality as a core component, and schools implement various Programs, Activities, and Projects (PAPs) to promote gender mainstreaming. This approach has led to significant improvements in gender equality in education (Finnish National Agency for Education, 2017).

Table 8: Mean distribution of the level of implementation of the GAD program in terms of Programs, Activities and Projects (PAPS)

Gender and Development Programs, Activities and Projects	Mean	Standard Deviation	Verbal Description
1. The school is observing international/ national/local GAD-related events.	4.03	0.89	Very Satisfactory

2. The school has conducted Basic GAD Orientation or Gender Sensitivity Training (GST) for its clients (internal and external).	3.97	0.87	Very Satisfactory
3. The school has conducted consultation activities with clients (internal and external) to identify gender issues and corresponding strategies.	3.98	0.94	Very Satisfactory
4. The school consulted PCW and relevant organizations/ individuals on its GAD mainstreaming efforts.	3.84	0.92	Very Satisfactory
5. The school has reviewed and revised existing Information/Education/ Communication (IEC) materials and Knowledge Products (KPs) to ensure use of gender-fair language and images.	3.97	0.96	Very Satisfactory
6. The school has set up a GAD corner.	3.93	1.00	Very Satisfactory
7. The school formulated GAD agenda or strategic framework.	3.91	1.03	Very Satisfactory
8. The school has developed its GAD Plan and Budget (GPB) based on GAD agenda, emerging gender issues, international/ national GAD mandates and/or results of gender analysis.	3.97	0.98	Very Satisfactory
9. The school has conducted deepening sessions on GAD based on the results of the Training Needs Assessment (TNA) or updated GAD policies and tools as part of the continuing capacity development of GAD Focal Point System (GFPS) and concerned staff members.	3.95	0.97	Very Satisfactory
10. The school has used Gender Analysis (GA) tools and techniques in the review, enhancement or development of PAPs.	3.93	0.89	Very Satisfactory
11. The school have facilities and services that address the gender issues and concerns of its clients (internal and external).	3.94	0.94	Very Satisfactory
12. The school has developed orientation modules for new employees with gender-sensitivity as a core competency.	3.90	0.99	Very Satisfactory
13. The school developed and disseminated new Information/Education/ Communication (IEC) materials on GAD to clients (internal and external).	3.93	0.95	Very Satisfactory
14. The school monitored the implementation of its GAD Programs/ Activities/Projects (PAPs).	3.93	0.96	Very Satisfactory
15. The school has prepared and submitted on time its GAD Plan and Budget (GPB) and GAD Accomplishment Report (GAD AR).	3.95	0.94	Very Satisfactory
16. The school conducted and sustained the GAD capacity development of its clients (internal and external).	3.92	0.94	Very Satisfactory
17. The school has conducted GAD capacity development sessions for its internal GAD experts.	3.95	0.94	Very Satisfactory
18. The school has regularly applied Gender Analysis (GA) tools in the development planning cycle (planning, implementation and management, and monitoring and evaluation).	3.91	0.95	Very Satisfactory
19. The school has set up a Knowledge Management (KM) system as a mechanism to transfer knowledge on GAD.	3.91	0.91	Very Satisfactory
20. The school has sustained implementation and monitoring of international, national and local GAD mandates in its PAPs.	3.91	0.96	Very Satisfactory
21. The school has conducted organizational/sector-specific capacity development sessions on GAD for clients (internal and external).	3.95	0.88	Very Satisfactory
22. The school regularly apply gender analysis (GA) tools to assess gender-responsiveness of programs/activities/ projects (PAPs).	3.89	0.97	Very Satisfactory

23. The school has developed a sustainability action plan for its GAD	3.98	0.93	Very Satisfactory
24. The school has conducted impact evaluation of its GAD PAPs.	3.93	0.87	Very Satisfactory
25. The school has been recognized as a GAD learning hub for its notable PAPs.	3.90	0.90	Very Satisfactory
26. The school has partnership with stakeholders resulted in a convergence model that is recognized and replicated by other organizations.	3.98	0.90	Very Satisfactory
27. The school's Knowledge Products (KPs) and Information/Education/ Communication (IEC) materials on GAD been used by other organizations.	3.94	0.93	Very Satisfactory
28. The school has existing award/incentive system been integrated with GAD perspective.	3.88	0.92	Very Satisfactory
MEAN	**3.94**	**0.79**	**Very Satisfactory**

Note: 1-1.49=Poor; 1.50-2.49 =Fair; 2.50-3.49=Satisfactory; 3.50-4.49=Very Satisfactory; 4.50-5=Outstanding

3.3 Problem 3. The Significant Relationship between the Level of Awareness and the Level of Implementation of the GAD Program

Table 9 presents the analysis of the significant relationship between the level of awareness and the level of implementation of the Gender and Development (GAD) program using Spearman's Rank-Order Correlation Analysis. The results reveal strong positive correlations across various dimensions of the GAD program, all significant at the 0.05 level, indicating that higher awareness levels are consistently associated with higher levels of implementation.

Specifically, the level of awareness in GAD policy shows a significant positive correlation with the level of implementation in GAD policy (correlation coefficient = 0.609, p-value < 0.001), GAD people (correlation coefficient = 0.571, p-value < 0.001), GAD enabling mechanism (correlation coefficient = 0.543, p-value < 0.001), and GAD programs, activities, and projects (correlation coefficient = 0.575, p-value < 0.001). This suggests that an increased awareness of GAD policies is significantly linked to better implementation across these areas.

Similarly, the level of awareness in GAD people is significantly correlated with the level of implementation in GAD policy (correlation coefficient = 0.533, p-value < 0.001), GAD people (correlation coefficient = 0.574, p-value < 0.001), GAD enabling mechanism (correlation coefficient = 0.589, p-value < 0.001), and GAD programs, activities, and projects (correlation coefficient = 0.621, p-value < 0.001). This indicates that awareness of GAD-related people aspects leads to more effective implementation in these domains.

The level of awareness in GAD enabling mechanisms also demonstrates significant positive correlations with the level of implementation in GAD policy (correlation coefficient = 0.657, p-value < 0.001), GAD people (correlation coefficient = 0.622, p-value < 0.001), GAD enabling mechanism (correlation coefficient = 0.668, p-value < 0.001), and GAD programs, activities, and projects (correlation coefficient = 0.665, p-value < 0.001). This suggests that better awareness of the enabling mechanisms supports more comprehensive implementation efforts.

Finally, the level of awareness in GAD programs, activities, and projects has the highest correlation coefficients with the level of implementation in GAD policy (correlation coefficient = 0.678, p-value < 0.001), GAD people (correlation coefficient = 0.657, p-value < 0.001), GAD enabling mechanism (correlation coefficient = 0.687, p-value < 0.001), and GAD programs, activities, and projects (correlation coefficient = 0.715, p-value < 0.001). This indicates that awareness in this area is most strongly associated with effective implementation, underscoring the critical importance of promoting awareness in all aspects of GAD programs.

Table 10: Significant relationship between the level of awareness and the level of implementation of the GAD program

Variables	Correlation Coefficient	p-value	Remarks

Level of Awareness in GAD Policy	Level of Implementation in GAD Policy	0.609	<.001	Significant
	Level of Implementation in GAD People	0.571	<.001	Significant
	Level of Implementation in GAD Enabling Mechanism	0.543	<.001	Significant
	Level of Implementation in GAD Programs, Activities and Programs	0.575	<.001	Significant
Level of Awareness in GAD People	Level of Implementation in GAD Policy	0.533	<.001	Significant
	Level of Implementation in GAD People	0.574	<.001	Significant
	Level of Implementation in GAD Enabling Mechanism	0.589	<.001	Significant
	Level of Implementation in GAD Programs, Activities and Programs	0.621	<.001	Significant
Level of Awareness in GAD Enabling Mechanism	Level of Implementation in GAD Policy	0.657	<.001	Significant
	Level of Implementation in GAD People	0.622	<.001	Significant
	Level of Implementation in GAD Enabling Mechanism	0.668	<.001	Significant
	Level of Implementation in GAD Programs, Activities and Programs	0.665	<.001	Significant
Level of Awareness in GAD Programs, Activities and Programs	Level of Implementation in GAD Policy	0.678	<.001	Significant
	Level of Implementation in GAD People	0.657	<.001	Significant
	Level of Implementation in GAD Enabling Mechanism	0.687	<.001	Significant
	Level of Implementation in GAD Programs, Activities and Programs	0.715	<.001	Significant

Note: Tested using Spearman's Rank-Order Correlation Analysis at 0.05 significance level

In conclusion, the results from Table 10 demonstrate that there is a significant and strong positive relationship between the levels of awareness and implementation of GAD programs. These findings suggest that increasing awareness across various dimensions of GAD is crucial for achieving higher implementation effectiveness, highlighting the need for targeted awareness-raising initiatives within GAD programs.

A report from the Asia Pacific region shows that awareness-raising initiatives are vital for addressing gender issues (Equileap, 2016). It demonstrates how targeted awareness programs have led to significant improvements in gender equality outcomes in various countries. The OECD report "Bridging the Digital Gender Divide: Include, Upskill, Innovate" illustrates the importance of awareness in bridging gender gaps. It suggests that awareness campaigns are necessary for effective GAD program implementation, particularly in technology and education sectors. These reports strong support the claim that increasing awareness across various dimensions of GAD is crucial for achieving higher implementation effectiveness. They highlight the necessity of targeted awareness-raising initiatives to overcome barriers and enhance the success of GAD programs.

3.4 Problem 4. The challenges encountered in the conduct of GAD program

Table 10 outlines the challenges in implementing the Gender and Development (GAD) program. The most significant issue is the "Lack of funds," reported by 22.99%, highlighting financial constraints as a significant barrier. "Resistance to change" follows at 16.58%, reflecting pushback against new gender policies. The least significant challenge is "Monitoring and evaluation," reported by 5.88%, while 5.35% of respondents indicated no challenges.

Table 10: Participants' challenges encountered in the conduct of GAD program

Challenges Encountered in GAD Program	Frequency	Percent
Lack of funds	43	22.99
Resistance to change	31	16.58
Staff training	20	10.70
Cultural and societal norms	13	6.95
Bullying and discrimination	17	9.09
Monitoring and evaluation	11	5.88
Student interest and participation	27	14.44
None	10	5.35
Others	15	8.02
Overall	187	100

Key obstacles include financial constraints, inadequate resources, and limited prioritization of GAD initiatives, which hinder effective gender mainstreaming efforts at Alviola Integrated School-Annex.

Insufficient funding and resources significantly hinder the effectiveness of gender and development programs. A report by Data2X highlights a 55% decrease in funding for gender data in 2020, nearly three times the drop in overall data and statistics funding, underscoring the critical need for adequate financial support to achieve gender equality goals. Financial constraints limit the ability to conduct comprehensive training, outreach, and monitoring activities, which are crucial for the success of these programs. This was also supported by The OECD (2018) reports that financial constraints are a critical challenge for gender mainstreaming in public policies. Adequate funding is essential to support the development, implementation, and sustainability of gender equality initiatives.

Resistance to change is a common issue due to entrenched traditional beliefs and cultural norms, with stakeholders like students, teachers, and parents showing reluctance. Recent studies, such as those by Lomba-Portela et al. (2022) and Sharma (2024), highlight that educational reforms often face significant pushback from various stakeholders who are accustomed to established practices. These findings underscore the challenges in implementing new policies and innovations in educational settings, particularly when they conflict with long-standing cultural expectations and norms. For example, teachers, especially those with more experience, often resist integrating new technologies into their teaching methods due to a lack of confidence and motivation (Smith et al., 2021)

Monitoring and evaluation are indicated as relatively minor problems, with only 5.88%. For instance, the European Institute for Gender Equality (2023) notes that while monitoring and evaluation are crucial for the success of gender equality plans, they often receive less focus than other aspects, such as policy implementation and stakeholder engagement. Similarly, Kimasan (2023) highlights that although integrating gender considerations into M&E is essential for program inclusivity and effectiveness, it is often not prioritized to the same extent as other programmatic activities. Furthermore, a toolkit by Measure Evaluation (2017) for integrating gender in health programs indicates that while gender-sensitive M&E is recognized, it frequently faces challenges such as inadequate resources and technical expertise, making it a less emphasized component (Fehringer, 2023).

3.5 Problem 5. The proposed training program

Based on the challenges identified by the teachers and students, the researcher designed a training program to address the deficiencies in the conduct of Gender and Development Program.

Inclusive growth: overcoming barriers to Effective GAD implementation

Rationale

The Gender and Development (GAD) program is crucial for promoting gender equality and creating inclusive educational environments. However, its implementation faces significant challenges such as financial constraints, resistance to change, inadequate staff training, cultural norms, bullying, monitoring difficulties, and low student participation. Addressing these obstacles through targeted training is vital for enhancing the program's effectiveness.

Financial constraints often limit the resources available for GAD initiatives, reducing their impact. Training in budget planning can optimize resource use and secure additional funding. Resistance to change can be mitigated by training school leaders and staff in change management and leadership, fostering a supportive environment for GAD initiatives. Inadequate staff training can be addressed through comprehensive training on GAD concepts, ensuring educators can integrate gender perspectives into their teaching.

Cultural and societal norms that perpetuate gender biases need to be challenged through training in cultural sensitivity and gender awareness. Bullying and discrimination based on gender can create a hostile school environment, and training on anti-bullying policies is essential to create a safe and supportive learning space. Effective monitoring and evaluation of GAD programs require training in monitoring and evaluation techniques to track progress and make data-driven improvements. Lastly, engaging students through interactive sessions can increase participation and foster a shared commitment to gender equality.

By addressing these challenges through targeted training, the program aims to enhance the capacity of educators and school leaders, ultimately creating a more inclusive and equitable educational environment that supports all students' academic and personal development, contributing to broader societal change towards gender equality.

The strong positive relationship between awareness and implementation levels underscores the critical role of awareness-raising initiatives in the success of Gender and Development (GAD) programs. This correlation implies that higher levels of awareness directly contribute to more effective and comprehensive implementation of GAD initiatives. Therefore, developing a targeted training program focused on increasing awareness among all stakeholders is essential. By enhancing their understanding of GAD principles, objectives, and best practices, we can ensure that awareness translates into tangible actions and improved program outcomes.

Program description

The program is designed to address the critical barriers hindering the effective implementation of GAD initiatives within educational institutions. This comprehensive training aims to equip participants with the necessary skills and knowledge to foster an inclusive and gender-responsive environment.

Program goals

This program adheres to the following goals:

   a. Enhance budget management skills
   b. Foster positive attitudes towards change
   c. Improve school personnel competencies
   d. Promote cultural sensitivity
   e. Address bullying and discrimination
   f. Enhance monitoring and evaluation skills
   g. Increase student engagement

General objectives

   In line with the goals of this program, the following objectives are derived:

   a. To equip school personnel with the knowledge and tools to effectively plan, allocate, and manage budgets for GAD initiatives, ensuring optimal use of available resources;

b. To develop leadership and change management skills to overcome resistance and foster a supportive environment for GAD programs;
c. To provide comprehensive training on GAD concepts and practices, ensuring that staff are well-equipped to integrate gender perspectives into their work;
d. To increase awareness and understanding of cultural and societal norms impacting gender equality, promoting a more inclusive school environment;
e. To implement training on anti-bullying and discrimination policies to create a safe and supportive environment for all students;
f. To train staff in effective monitoring and evaluation techniques to ensure the successful implementation and tracking of GAD programs; and
g. To develop strategies to engage students in GAD activities, fostering greater interest and participation.

Implementation scheme

- **Preliminary planning and coordination**

In this phase, permission from the School Head will be secured to convene the GAD coordinator, SPTA officers, faculty representatives, student leaders, and community stakeholders to conduct presentation of the result of the implementation of the GAD program based on this study. Afterwards, comprehensive activities will be laid down addressing the needs of GAD program that the study has evaluated such as financial constraint, change management, GAD concepts, cultural sensitivity, anti-bullying policies, and monitoring and evaluation. This will then be followed by allocating the necessary resources, including financial, human, and material resources, to support the program. To put the aims of the plan to reality, the program plan will be presented to the school through the First General Assembly and will be validated and approved.

- **Program implementation**

During this phase, the following activities will be done to attain effective and smooth implementation of the program:

1. Information dissemination. Discuss the planned activities out of the evaluated challenges of the GAD program.
2. Capacity-building training for teachers. An in-service training will be organized for the teachers to have enough knowledge on the planned activities for the program.
3. Expansion of stakeholder linkages. Invite the different stakeholders of the school to discuss plans for the implementation of GAD.
4. Conduct of GAD related campaign and events.

- **Monitoring and evaluation**

In this phase, key performance indicators (KPIs) and baseline measurements will be established to evaluate the program's impact. The school GAD coordinator with the approval of the School Head will set up a schedule for regular monitoring and reporting on the program's progress including feedback mechanisms to gather input from participants and stakeholders. Finally, an evaluation plan will be developed to assess the effectiveness of the activities to make necessary adjustments.

Table 11 outlines a comprehensive plan for implementing Gender and Development (GAD) activities, detailing a structured approach to ensuring the effective integration of gender-responsive initiatives within the educational setting. This table is meticulously designed to cover various aspects of GAD program.

Table 11: Inclusive growth: overcoming barriers to effective GAD implementation program matrix

Objectives	Activities	Time Frame	Resources	Budget	Sources	Persons	Outcome
Preliminary Planning and Coordination							
To create and identify activities to be implemented in GAD program	-Conduct meeting from the School Head to present data on the implementation of GAD program based on the result of the study	August 2024	Laptop, projector	P1,500.00	MOOE GPTA Other funds	DepEd personnel, Students, SPTA, and LGU	Crafted plan of activities

- Creation and identification of activities to be implemented -Present data on the implementation of GAD program based on the result of the study						
Program Implementation						
To disseminate information about the planned activities	-Present to the school-governing council the planned activities, Internal and External clients	August 2024	Laptop, projector	P1,500.00	MOOE GPTA Other funds	Internal and External clients	Increased awareness and understanding of GAD program objectives, principles, and benefits.
Connect with the stakeholders to ask for their support for better implementation of the program	The school will ask for the participation of the pupils, parents, GPTA, LGU, and other government sector in the conduct through formal letter	September 2024	Pen, Bond paper,	P5,000.00	MOOE GPTA Other funds	Internal and External clients	Established strong partnership with the stakeholders
Conduct of GAD related campaign and events	The school will conduct an orientation of the 18-Day Campaign to End VAW, and National Women's Month	October 2024- March 2025	Tarpaulin, Pen, Bond paper,	P 15,000.00	MOOE GPTA Other funds	Internal and External clients	Keen awareness and understanding of the GAD related campaign and event
Monitoring and Evaluation						
Ensure proper implement ion of all GAD activities	-School GAD coordinator will conduct quarterly monitoring to GAD related activities -Evaluation using GMEF toolkit from PCW	April 2024	Gender Mainstreaming Framework toolkit	P1,000.00	MOOE GPTA Other funds	School staff, students,	Sustainable GAD program

4. DISCUSSION

The findings indicate that both students and teachers at Alviola Integrated School Annex exhibit a high level of awareness regarding the school's Gender and Development (GAD) program across various dimensions, including policy, people, enabling mechanisms, and programs/activities/projects (PAPS). This heightened awareness reflects the school's effective dissemination and communication strategies concerning GAD initiatives. Furthermore, the very satisfactory level of GAD program implementation suggests that the school employs a comprehensive and systematic approach to promoting gender equality and mainstreaming. These results align with studies emphasizing that awareness and systematic implementation are critical factors in achieving the goals of GAD programs. For instance, Delacruz (2021) found that the awareness and participation of both teachers and students significantly influenced the level of implementation of school-based GAD programs in selected secondary schools. Similarly, Gavino and Gumba (2019) highlighted the importance of awareness, compliance, and empowerment in the effective implementation of GAD programs in higher educational institutions. These findings underscore the importance of sustained commitment, strategic planning, and active stakeholder engagement in institutionalizing gender-responsive initiatives.

The study's findings highlight the critical role of awareness in effectively implementing Gender and Development (GAD) programs. The strong positive relationship between the levels of awareness and

the implementation of GAD initiatives underscores the importance of targeted awareness-raising efforts across various dimensions of GAD. As noted by Dela Cruz, Valencia, and Fider (2023), enhancing awareness among stakeholders significantly contributes to the successful execution of GAD-related laws and programs. Similarly, Cagang et al. (2023) emphasize that increasing awareness can foster gender-sensitive practices and inclusive environments. These insights emphasize the need for strategic interventions to bridge awareness gaps and promote active engagement in GAD initiatives.

The findings reveal that the successful implementation of Gender and Development (GAD) programs faces multifaceted challenges, including financial constraints, inadequate resources, resistance to change, and staff training. Cultural and societal norms, bullying, discrimination, and limited student interest further hinder the effectiveness of these programs. These challenges highlight the need for strategic interventions, such as capacity-building initiatives, curriculum integration, and administrative support, to overcome barriers and promote sustainable GAD implementation. As Dela Cruz, Valencia, and Fider (2023) emphasize, addressing these challenges is critical to ensuring the sustainability and effectiveness of GAD programs. Similarly, Dela Rosa and Castro (2021) advocate for teacher training and cultural transformation to enhance gender mainstreaming in schools. Sepillo and Orge (2021) also stress the importance of administrative support and facility improvements in addressing GAD-related challenges.

Authors' contribution

Dr. Ariel U Cubillas, served as the adviser for this study, offering expert guidance, constructive feedback, and consistent support throughout the entire research process. His role was instrumental in shaping the study's direction, ensuring its alignment with academic standards, and providing valuable insights that enhanced the quality and depth of the research. He also supervised formulating the research framework and provided critical evaluations to refine the study's methodology and analysis.

Ms. Christine Jean Engalan, as the corresponding author, was responsible for conceptualizing the study and carrying out the research activities. She extensively reviewed the related literature and facilitated data collection. Additionally, she meticulously drafted and revised the manuscript to ensure coherence and clarity in presenting the study's findings. Both authors worked collaboratively to address challenges encountered during the research process, ensuring the study's successful completion. Their combined efforts contributed to achieving the study's objectives and producing a manuscript that adheres to high academic standards.

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