

# GENDER AWARENESS AND TRAINING NEEDS, STATE OF GENDER MAINSTREAMING: THE USM EXPERIENCE

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## **Abstract**

*Gender is a dynamic concept that has social, cultural and psychological connections rather than biological connotations. This assessment focused on the level of awareness of faculty and staff on GAD concepts and precepts, their training needs, and the level of GAD mainstreaming at the University of Southern Mindanao. A validated questionnaire was used to determine the 150 faculty and 210 staff-respondents' level of awareness and training needs; while the Gender Mainstreaming Evaluation Framework (GMEF) assessed the extent of the University's gender mainstreaming through key informants. Frequencies, percentages were computed and Spearman rho was used to determine the correlation between the level of awareness and training needs of respondents. Key informants participated in the Focus Group Discussion.*

*A difference was found between male and female faculty and staff's level of awareness and training needs. Results show that the respondents' level of awareness and training needs were found to have significant but negative correlation at 5% level. Moreover, results show that the University had an overall rating of 1.48 which corresponds to Stage 2 level of Gender Mainstreaming. This implies that there are internal GAD champions and enabling mechanisms in the University. It is recommended that the University shall consider reviewing and institutionalizing gender-sensitive policies in its four-fold functions.*

*Keyword: social science, gender mainstreaming, gender and development, descriptive design, Kabacan, Cotabato, Philippines*

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## **1.0 Introduction**

Gender is a dynamic concept that has social, cultural, and psychological connection rather than biological connotations. It is a set of characteristics, roles, and behavior patterns that distinguish women and men socially and culturally and the relations of power between them (Women Information Center, 2005).

Meanwhile, gender mainstreaming is the consistent use of a gender perspective at all stages of the development and implementation of policies, plans, programs, and projects (UN ECOSOC, 1997). It is an approach to development that looks more comprehensively at the relationships between women and men in their access to and control over resources, decision-making, benefits, and rewards in society, and priorities in making decisions about goals and processes (Schalkwk et al., 1996). Moreover, the Convention on the Elimination of All Forms of Discrimination against Women of the United Nations ratified by most of the Council of Europe member States, provides a framework for the introduction of the gender dimension in schools.

The report of the Task Force on Education and Gender Equality of the UN Millennium Project emphasized the urgent need for gender mainstreaming to be in place in institutions and to make them accountable for their actions or inaction (Mehra and Gupta, 2006). According to Vardanyan (2015), although it is a strategic process, it may lose its effectivity when it overstretches its focus to include other issues like productivity, social development, social justice, etc. It has to work within the bounds of a particular culture and institution. Its success is highly dependent on the support of the power holders within institutions or uses a top-down approach (Wickramasi,

2012). Without the strong push of the university hierarchy and management, it is very rare for initiatives like these to flourish and succeed within an institutional context. Sensitive participatory methods of analysis and evaluation and constant dialogues can help in establishing a GM process that is democratic and interactive.

Schools are the greatest socializing agents and teachers are expected to be the instruments for transformation. Els Heijnen-Maathuis (2008) stressed that equality in schools and classrooms is rooted in teacher attitudes, beliefs, and skills to teach boys and girls with diverse languages, cultures, experiences and learning readiness. Moreover, Allana et al., (2008) pointed out that they influence gender socialization and mold gender roles of students, thus having an impact on quality of life and power distribution. In Pakistan where boys and girls learn separately, teachers and others tend to think that there are no gender issues once the learners are in the classroom (Anjum, 2011). Among teacher trainees in Hongkong who were asked to record their view on gender matter in the classroom, they all expressed that they were "fair, balanced, and caring" about all their trainees. However, the assessment shows that their perceptions and classroom behavior are clearly different, that irrespective of class size, women lecturers give more attention to male learners than females (Forrester, 2007).

According to Morley (2006), patterns of discrimination are similar across national boundaries. They manifest in the form of marginalizing women, boxing women in household chores, stereotyping roles in the academe, and placing men in a leadership position. In countries where women academics are less discriminated, reasons were

not at all very positive. For instance, in the Philippines and Sri Lanka, Morley explains that female academics have been able to rise the career ladder because the profession is not desirable, prestigious, or sufficiently well-remunerated as viewed by men. However, in Indonesia, access to higher education is the biggest challenge because of the distance of educational institutions. Men had the priority to pursue higher education as their culture dictates.

Hence, training for school management is crucial to the success of any gender mainstreaming in schools because resistance often occurs at several fronts. The training program needs to outline schools' obligations in the promotion of equality, and they need to provide guidelines to assist teachers in implementing gender mainstreaming, both in their classrooms and in the school generally (Council of Europe, 2004).

In 2011, the Commission of Higher Education in collaboration with the Philippine Commission on Women, the Civil Service Commission, the UP Center for Women's Studies, among others, mobilized all public and private higher education institutions and held the first Higher Education Summit on gender issues. It aimed to engender a meaningful partnership among HEIs for purposes of ensuring greater awareness of and advocacy for policies and programs on Gender and Development (2nd HE Summit on Gender Issues, 2012). Four years after the GAD Accord, the University's compliance is checked for policy recommendation.

Hence, this study generally aimed to find out the extent of gender mainstreaming of the University of Southern Mindanao (USM). Specifically, it aimed to answer the following questions: 1. What is the level of awareness on gender issues among USM's faculty and staff; 2. What is the GAD related training needs of the respondents; 3. Is there a relationship between the respondents' level of awareness and their training needs; and 4. What is the extent of the University's gender mainstreaming in terms of: a. policy, b. people, c. enabling mechanisms, and d. programs, projects, and activities.

Findings of the study would provide a glimpse of how an academic ASEAN university has mainstreamed gender in its institution. Despite the limitation in the process of assessment, the study could show how policies, people, enabling mechanisms, and program, projects and activities can be channels to mainstreaming gender. Since universities are the bedrock of the formation of values, results would be indicative of how the university processes enabled the capacitation and empowerment of people which are the end goals of gender mainstreaming. These four entry points, however, can vary depending on the institution's capability, resources and innovativeness to change.

## 2.0 Research Methodology

Descriptive quantitative design using survey and qualitative method particularly interview and Focus Group Discussion of key informants were used to find answers to the research questions. Interview with Key Informants particularly the GAD Focal Point Persons, the Budget Officer, the Planning Officer, the Faculty Association President was conducted to find out the extent of gender mainstreaming at the University.

The respondents of the study were the faculty and staff of the University of Southern Mindanao chosen at random. The Instruments used were: a self-made questionnaire validated by gender experts for objectives 1 and 2; while the Gender Mainstreaming Evaluation Framework (GMEF) for Objective 4. The former contained questions on the socio-demographic characteristics of the respondents and their level of knowledge on GM, as well as their training needs; the latter which is a self-assessment tool contains 37 Yes-No questions asking for evidences about extent of gender mainstreaming in the University. Spearman rho was used to determine the relationship between the respondents' level of awareness and training needs. The GMEF, designed by the National Commission on the Role of Filipino Women (NCRW 2001) now Philippine Commission for Women (PCW), was used. Although, it is a planning, monitoring and assessment tool, it has its limitation to fully capture qualitative aspects of the evaluation of the agencies' gender mainstreaming efforts (Masilungan 2001).

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The GMEF Questionnaire aims to unearth information the extent of mainstreaming efforts of the institution. If the agency was able to implement 1 or more of the descriptors, 1 point was given; if none, zero was given. The scores per row were added in the last column of the score sheet. The average score per entry was computed by dividing the sum with the number of key areas for

Average Score	Equivalent Rating	Stage
.01 - 0.50	1	1
.51 - 1.0	1+	1
1.01 - 1.5	2	2
1.52 - 2.00	2+	2
2.01 - 2.50	3	3
2.51 - 3.00	3+	3
3.01 - 3.50	4	4
3.51 - 4.00	4	4

each entry point. To get the overall average scores, all the scores in the 4 entry points were added and divided by four. Then, the final score was interpreted using the legend in the previous page.

Ratings pertain to the stages of the framework. A rating of 1 means that mainstreaming efforts are still limited to Stage 1, Foundation Formation; a rating of 2

means Stage 2 (Installation of Strategic Mechanisms); a rating of 3 means Stage 3 (GAD Application); while a rating of 4 signifies Stage 4 (Commitment Enhancement and Institutionalization of GAD). Ratings with a plus sign (+) signifies that the agency has demonstrated more than adequate accomplishments/efforts in a particular stage. The high scores indicate the strong points, while

Table 1a. Level of Awareness of USM Faculty, SY 2014-2015, Philippines.

Statements	Female		Male	
	Mean	Verbal Description	Mean	Verbal Description
1. Sex is biological and gender is social.	2.72	Moderately Aware	2.53	Moderately Aware
2. The school is a strong socialization agent.	2.43	Aware	2.52	Moderately Aware
3. Gender mainstreaming uses a gender perspective at all stages of development and implementation of plans, programs and projects	2.54	Moderately Aware	2.32	Aware
4. Productive work includes mothers who work in the office.	2.41	Aware	2.5	Aware
5. Subject areas/ topics/ lessons have gender issues.	2.63	Moderately Aware	2.60	Moderately Aware
6. Violence against women and children are not always physical or sexual harassment.	2.83	Moderately Aware	2.90	Moderately Aware
7. The Committee on Decorum and Investigation is a distinct committee that hears cases on violence against women in the college/university.	2.57	Moderately Aware	2.53	Moderately Aware
8. Gender division of labor explains manifestations of gender inequalities.	2.41	Aware	2.62	Moderately Aware
9. Gender and Development (GAD) concepts may be integrated in the curriculum.	2.56	Moderately Aware	2.65	Moderately Aware
10. Gender and Development Programs are required in the Philippine educational system.	2.56	Moderately Aware	2.65	Moderately Aware
11. The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is considered as the bill of rights of women in the whole world.	2.89	Moderately Aware	2.66	Moderately Aware
12. The Magna Carta of Women is a national mandate for women's rights.	2.38	Aware	2.60	Moderately Aware
13. The Philippines is one of the countries with GAD programs.	2.80	Moderately Aware	2.90	Moderately Aware
14. The Philippine Commission for Women promotes the equal access and elimination of discrimination in education, scholarship and trainings of women.	2.89	Moderately Aware	2.53	Aware
15. The State shall provide the necessary mechanisms to enforce women's rights.	2.88	Moderately Aware	2.62	Moderately Aware
16. Women's rights are human rights.	2.49	Aware	2.65	Moderately Aware
17. Gender fair language removes the bias of visualizing a working environment containing both genders.	2.66	Moderately Aware	2.67	Moderately Aware
18. The head of office is the chairperson of the institution's GAD Focal Point System.	2.58	Moderately Aware	2.52	Moderately Aware
19. Gender and Development is an approach to transform gender roles and gender power relations.	2.79	Moderately Aware	2.52	Moderately Aware
20. Gender stereotyping is a form of prejudice or bias given.	2.79	Moderately Aware	2.60	Moderately Aware
<b>Overall Mean</b>	<b>2.63</b>	<b>Moderately Aware</b>	<b>2.59</b>	<b>Moderately Aware</b>

Legend:

1.00-1.75	Unaware
1.76-2.50	Aware
2.51-3.25	Moderately aware
3.26-4.00	Highly Aware

Table 1b. Level of Awareness of USM Staff, SY 2014-2015, Philippines.

Statements	Female		Male	
	Mean	Verbal Description	Mean	Verbal Description
1. Sex is biological and gender is social.	3.02	Moderately Aware	2.35	Aware
2. The school is a strong socialization agent.	2.97	Moderately Aware	2.32	Aware
3. Gender mainstreaming uses a gender perspective at all stages of development and implementation of plans, programs and projects	2.86	Moderately Aware	2.48	Aware
4. Productive work includes mothers who work in the office.	2.88	Moderately Aware	2.47	Aware
5. Subject areas/ topics/ lessons have gender issues.	2.89	Moderately Aware	2.57	Moderately Aware
6. Violence against women and children are not always physical or sexual harassment.	2.90	Moderately Aware	2.60	Moderately Aware
7. The Committee on Decorum and Investigation is a distinct committee that hears cases on violence against women in the college/university.	2.88	Moderately Aware	2.54	Moderately Aware
8. Gender division of labor explains manifestations of gender inequalities.	3.00	Moderately Aware	2.59	Moderately Aware
9. Gender and Development (GAD) concepts may be integrated in the curriculum.	3.08	Moderately Aware	2.44	Aware
10. Gender and Development Programs are required in the Philippine educational system.	3.01	Moderately Aware	2.62	Moderately Aware
11. The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is considered as the bill of rights of women in the whole world.	2.94	Moderately Aware	2.59	Moderately Aware
12. The Magna Carta of Women is a national mandate for women's rights.	3.09	Moderately Aware	2.83	Moderately Aware
13. The Philippines is one of the countries with GAD programs.	2.95	Moderately Aware	2.86	Moderately Aware
14. The Philippine Commission for Women promotes the equal access and elimination of discrimination in education, scholarship and trainings of women.	2.96	Moderately Aware	2.70	Moderately Aware
15. The State shall provide the necessary mechanisms to enforce women's rights.	2.87	Moderately Aware	2.37	Aware
16. Women's rights are human rights.	3.01	Moderately Aware	2.44	Aware
17. Gender fair language removes the bias of visualizing a working environment containing both genders.	2.98	Moderately Aware	2.39	Aware
18. The head of office is the chairperson of the institution's GAD Focal Point System.	2.90	Moderately Aware	2.25	Aware
19. Gender and Development is an approach to transform gender roles and gender power relations.	2.87	Moderately Aware	2.26	Aware
20. Gender stereotyping is a form of prejudgment or bias given.	2.86	Moderately Aware	2.28	Aware
<b>Overall Mean</b>	<b>2.86</b>	<b>Moderately Aware</b>	<b>2.50</b>	<b>Aware</b>

the low or zero scores mean the areas where actions are most needed to enhance GAD implementation.

Descriptive statistics such as mean and percentages were used and Spearman rho analysis was done to determine the relationship between the level of awareness of the faculty and staff and their training needs.

### 3.0 Results and Discussion

A total of 150 faculty out of 531 or 28% served as respondents of the study. Of the 150 faculty, 40% were

male, 60% were female, and a greater percentage or 42.67% had an age range of 21-30; majority or 58.67% of the faculty respondents held a permanent position while 41.33% had a contract of service status; majority or 67.33% were masters' degree holder; and almost majority or 45% of the faculty respondents have been working in the University for 6 – 15 years.

Among the 210 staff respondents, 46% were male while 54% were female; majority or 68.58% of the staff was in the age range of 21 – 40; majority or 61.43% had

a contract of service status; majority or 67.14% finished Bachelor's Degree only; majority or 63% had been in the University for 6 months -10 years.

Data imply that the respondents are generally young, relatively new to the institution and have not pursued higher education.

#### *Level of Awareness on Gender Issues and Concepts*

Both male and female faculty were "Moderately Aware" of GAD issues and precepts having obtained a general Mean of 2.59 for the former and 2.63 or the latter. Data show that both had basic knowledge of GAD issues and concepts. They were moderately aware that the state shall provide the necessary mechanisms to enforce women's rights, that women's rights are human rights, that the Philippines is one of the countries with GAD programs, that violence against women and children are not always physical or sexual harassment, that the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is considered as the bill of rights of women in the world, among others.

Results implied in Table 1a that they are knowledgeable of issues affecting women and men in society probably through their participation on involvement, exposures, or readings in these issues, although faculty and staff are not really required or expected to be conversant on these issues, except those who teach the subject or the GAD Focal persons in the University. These conform with the findings of Palangdao, et al (nd) that the awareness level of male and female faculty and staff on gender law did not vary significantly from each other.

On the other hand, among male staff, data show that they were generally "aware" having obtained a general mean of 2.50, while female staff were "moderately aware" with a general mean of 2.86. Both were moderately aware on issues like: sex is biological and gender is social; that the school is a strong socialization agent; gender mainstreaming uses a gender perspective at all stages of development and implementation of plans, policies, programs and projects; and productive work includes mothers who work in the office, among others.

Results also imply that female staff are probably more socially conscious of gender issues of the society than the male staff. They are probably more civic-minded and more involved in social activities. This contradicts with the findings of Palangdao, et al (nd) which reports that the perception level of the faculty and staff on gender equality shows no significant difference.

#### *Training Needs Related to Gender and Development*

Training is one of the standard approaches used to raise the profile and practice of gender mainstreaming, particularly among non-gender specialists (oecd <http://www.oecd.org/derec/afdb/48294202.pdf>). At USM, the

Table 2a. Training needs of USM female faculty, SY 2014-2015.

Trainings	Mean Rank	Description
1. Gad planning and budgeting	2.93	Most Needed
2. Gender fair education	3.88	
3. Human rights based education	3.94	
4. Magna Carta for women	3.97	
5. Gender fair language	5.01	
6. Gad analysis tools	5.18	
7. Ra 7292, violence against women and children law	5.52	
8. Gender sensitivity training	5.61	Least Needed

male and female faculty have contrasting priority training needs. The male faculty's top priority training need is GST with a mean rank of 2.88, while the female faculty had Gender Planning and Budgeting as top training need with a mean rank of 2.93. For male faculty, the least of their training need was on the issue of GAD Planning and Budgeting; while for the female faculty, it was GST (Table 2a). The female faculty had undergone GST before, hence, it was the least of their priority.

Regarding the male and female staff, both expressed the same priority training need which was the Gender Sensitivity Training as shown in Tables 2c and 2d. In the FGD conducted, they shared that majority of the staff had never experienced GST. Male staff obtained a mean rank of 2.86, while 3.54 was the mean rank for the female staff for GST. The least priority was Gender Fair Language for both male (5.70) and female (5.72) staff. The staff believed that they needed to have basic gender training so that they will better understand gender and development concepts. Khan (2003), NWA (2002), UNDP (2006), UNESCAP (2003) reported that knowledge was found limited for the reason that staff may lack the motivation to learn because there was no connection between their work and plans. However, Zuckerman (2002) reported that staff who lacked training desired to have them, although it was not a guarantee for an increase in knowledge. Often times also, gender mainstreaming is a concern of those who are designated as focal persons or specialists whether or not they have the training or not. Gender focal points act as resource persons, or activity coordinators, often marginalized (Mehra, G. & Gupta N. 2006), with difficulty managing time because of multiple tasks and concerns (Gupta 2004, NMFA 2002).

#### *Relationship of Training Needs and Level of Awareness of Respondents*

The level of awareness and the need for training on GAD planning and budgeting has significant correlation

Table 2b. Training needs of male USM faculty members, SY 2014-2015.

Trainings	Mean Rank	Description
1. Gender sensitivity training	2.88	Most Needed
2. Human rights based education	3.63	
3. Ra 7292, violence against women and children law.	4.50	
4. Magna Carta for women	4.73	
5. Gad analysis tools	4.90	
6. Gender fair language	4.98	
7. Gender fair education	5.17	
8. Gad planning and budgeting	5.23	Least Needed

at 5% level ( $rs=-0.128$ ,  $p=0.015<0.05$ ) as shown in Table 3. Further, it reveals a negative weak relationship between level of awareness and need for training on GAD planning and budgeting. This means that as their knowledge on GAD planning and budgeting increases, the need for training on the topic decreases.

The level of awareness and the need for training on gender fair language has high significant correlation at 1% level ( $rs=-0.168$ ,  $p=0.001<0.05$ ). Further, it shows a negative weak relationship between level of awareness and need for training on gender fair language. This means that as they obtain more information or knowledge on gender fair language, the lesser is their need for more training on the topic.

The level of awareness and the need for training on gender fair education has high significant correlation at 1% level ( $rs=-0.166$ ,  $p=0.002<0.05$ ). Further, it reveals a negative weak relationship between level of awareness and need for training on gender fair education. Similarly, this means that as their level of awareness on the issue increases, the need for more training on such issue also

Table 2c. Training needs of male staff, SY 2014-2015. USM, Philippines.

Trainings	Mean Rank	Description
1. Gender sensitivity training	2.86	Most Needed
2. Human rights based education	3.86	
3. Magna Carta for women	3.89	
4. Ra 7292, violence against women and children law.	3.95	
5. Gad analysis tools	4.95	
6. Gad planning and budgeting	5.29	
7. Gender fair education	5.57	
8. Gender fair language	5.70	Least Needed

Table 2d. Training needs of female staff, SY 2014-2015, USM, Philippines.

Trainings	Mean Rank	Description
1. Gender sensitivity training	3.94	Most Needed
2. Ra 7292, violence against women and children law	3.57	
3. Human rights based education	3.87	
4. Magna Carta for women	3.92	
5. Gad analysis tools	5.00	
6. Gad planning and budgeting	5.12	
7. Gender fair education	5.35	
8. Gender fair language	5.72	Least Needed

decreases.

Moreover, the level of awareness and the need for training on Magna Carta for Women has high significant correlation at 1% level ( $rs=0.179$ ,  $p=0.001<0.05$ ). Further, it indicates a positive weak relationship between level of awareness and need for training on Magna Carta for women. This shows that as their level of awareness on the issue increases, the more the respondents need training on the Magna Carta. This implies that the concept is a very potent and rich source of information that could awaken consciousness of the respondents. Being a new law, there is much to learn from the Magna Carta.

Meanwhile, the level of awareness and the need for training on RA 7292, Violence against Women and Children (VAWC) law has high significant correlation at 1% level ( $rs=0.162$ ,  $p=0.002<0.05$ ). Further, it implies positive weak relationship between level of awareness and need for training on RA 7292, violence against women and children law. This implies that as the level of awareness on GAD topics increases, the need for training on RA 7292, violence against women and children law increases as well. This implies that the respondents feel that there is much to learn about this law that protects both women and children.

However, the respondents' level of awareness and the need for gender sensitivity training, GAD analysis tool training, and human rights based education are not significantly correlated at 5% level ( $rs=0.045$ ,  $p=0.391>0.05$ ), ( $rs=-0.001$ ,  $p=0.992>0.05$ ), and ( $rs=-0.024$ ,  $p=0.657>0.05$ ) respectively. This implies that the faculty and staff's understanding and appreciation of gender issues do no matter on their need for some training.

*Level of Gender Mainstreaming at USM*

Gender mainstreaming using the GMEF has four entry points, namely: policy, people, enabling mechanisms and programs and projects. The University or any organization

Table 3. Relationship of training needs and level of awareness of respondents, USM, Philippines.

	Training needs	Awareness	
Spearman's rho	GENDER SENSITIVITY TRAINING	Correlation Coefficient	0.045 <sup>ns</sup>
		p-value	0.391
		N	360
	GAD PLANNING AND BUDGETING	Correlation Coefficient	-0.128*
		p-value	0.015
		N	360
	GAD ANALYSIS TOOLS	Correlation Coefficient	-0.001 <sup>ns</sup>
		p-value	0.992
		N	360
	GENDER FAIR LANGUAGE	Correlation Coefficient	-0.168**
		p-value	0.001
		N	360
	GENDER FAIR EDUCATION	Correlation Coefficient	-0.166**
		p-value	0.002
		N	360
	HUMAN RIGHTS BASED EDUCATION	Correlation Coefficient	0.024 <sup>ns</sup>
		p-value	0.657
		N	360
	MAGNA CARTA FOR WOMEN	Correlation Coefficient	0.179**
		p-value	0.001
		N	360
	RA 7292 VIOLENCE AGAINST WOMEN AND CHILDREN LAW	Correlation Coefficient	0.162**
		p-value	0.002
		N	360

ns-not significant at 5% level

\*\*- significant at 1% level

\*- significant at 5% level

Table 4. Level of Gender Mainstreaming at USM, Philippines using the Gender Mainstreaming Evaluation Framework.

	Average Rating	Stage
Policy	0.44	1
People	2.5	3
Enabling Mechanisms	1.5	2
Programs, Projects, & Activities	1.4	2
Average	1.46	2

has the option on the entry point it wishes to begin with.

As shown in Table 4, Policy obtained a mean of .44 which reflects Stage 1. Policy refers to declarations for or on gender mainstreaming issued by the head of office. It may be a memoranda, executive orders or any guidelines. Results mean that there is very little evidence that gender-based policies are in place in the University,

particularly policies that cover its four-fold functions. This implies that gender-focused policies need to be crafted and institutionalized in USM.

However, data show that the University is high in terms of People with a rating of 2.5 reflecting Stage 3. The component on People is high because the University has a functional GAD Focal Point System with

the University President as chair, a compliance to CHED Memo No 1 s 2015. A GAD Technical Working Group and College GAD Focal Persons who plan and implement the University GAD plan have also been designated. Some colleges too have departmental GAD focal persons who coordinate and implement GAD programs and activities. The faculty and staff also have a moderate level of awareness on GAD issues which make them also very participative in projects and activities related to GAD making them advocates too. It can also be noted that middle managers are women who lead the colleges and divisions; 64% of college deans are female. This conforms to the observations of Verdanyan (2015) that women are absent in top management positions. This is also true in African universities.

Although, there are few designated GAD personnel, they are also perceived to be the key to the success of mainstreaming in the university. This is contrary to the case of the Dutch government where mainstreaming was everyone's responsibility; hence, all gender equality offices were closed (Verloo 2001) and totally not addressing gender in a systematic and effective manner (NWFA 2002). At USM, becoming Focal Points are added functions; hence, tasks compete with their instruction, research or extension functions. Meanwhile, Seel and Gibbard (2000), stressed that for gender champions to be effective, they must have senior and middle management positions, with sufficient power to (a) support and influence the implementation of gender mainstreaming policy by technical staff; and (b) ensure that partner governments receive necessary assistance. The number of gender specialists or the creation of more gender units or offices does not always result to effective leadership, they added.

Moreover, Enabling Mechanism obtained a rating of 1.5 which is Stage 2 level. Enabling mechanisms are the resources and structural systems installed in the agency. In the FGD, GAD focal point persons shared that top management supports GAD programs and activities. Middle managers like college deans and division heads or directors are also generally women who are supportive of GAD activities. GAD budget is provided, although it does not reach 5% of the General Appropriation Act (GAA) as mandated by government. In 2014, budget was \$64,970.65 but obligated amount was only \$23,468.18. In 2015, GAD budget totaled to \$49,773,913.00; however, as of July 2015, total cash disbursement amounted to \$8,333.31 (USM Budget Office). The difficulty in the release of budget is a deterrent in the conduct of activities, shared the GAD focal persons during the FGD that was conducted.

The University is also strong in terms of programs, projects, and activities, obtaining a Rating of 1.4, reflecting Stage 2. This means that the University has ample

programs and activities that are GAD related. Moreover, both faculty and staff are given the opportunity to attend local and national GAD related forum and conferences. They shared too that they had joined sporadic activities that involved both women and men in the University. There were activities like the "One Billion Rising," Fun Runs, Tree Planting, GSTs, Cultural Sensitivity, to name a few. Although, according to Wickramasi (2012), more activities need to be worked out by and in the University because mainstreaming gender is also seen as a process of consistently incorporating sensitivity to gender differences in governance, decision-making, policy, needs analysis, institutional offices and mechanisms, planning, training, budgeting, implementation, monitoring and evaluation in institutions so as to create an organization that is gender equitable /equal. In the academe, it includes teaching, researching and other university activities or practices that eliminate inequalities and inequities between men and women academic / administrative staff and male / female students.

As shown in Table 3, the extent of gender mainstreaming in the University is Stage 2, the Installation of Strategic Mechanisms. This means that USM has GAD plans that spell out the University's vision and goals with regards gender mainstreaming and has translated and incorporated GAD into actual programs and projects and funding and staffing. As reported in the Gender and Development Network (2015), the quality and extent of these internal changes impact directly on what development agencies do, and contribute to the impact they have on women's and men's lives.

Based on the result, the weakest point of the University is the provision of policies that are GAD related. This finding is similar with the situation of a Malaysian academia where there are no specific GAD related policies that the University has issued (Morley 2006). Findings conform with the report of Hannan (2004) and Moser and Moser (2005) which state that recent reviews and evaluations show a huge gap between policy commitments made at Beijing and actual implementation. MacDonald (2003) asserted that gender mainstreaming "evaporated" or became "invisible" in planning and implementation.

## **4.0 Conclusion**

Based on the given findings, it can be concluded that:

Both male and female faculty have similar background or knowledge about gender issues and precepts. They are aware of their rights and the rights of others as well. However, female staff are more knowledgeable of gender issues than their male counterparts. Training needs of faculty vary base on sex; although among staff, they have similar training needs. Hence, future varied training shall be designed for the sexes. Gender mainstreaming



at the University has taken off and can be felt in activities conducted in the University by a well defined organization of focal persons. Internal and external GAD champions are evident though on a limited scale considering the populace of the University.

In sum, gender mainstreaming is a minor wave of change that has enveloped the University which is reflected in some of its policies, plans and spending, practices, and staff knowledge and skills. However, assessment of the extent of gender mainstreaming in the study has been limited to the perceptions of faculty and staff. To get a more conclusive picture, assessment of students' perceptions and analysis of teaching and learning practices, admission and retention policies, among others, would be helpful in providing more information on the issue.

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