

**IMPLEMENTATION OF THE GENDER AND DEVELOPMENT
PROGRAM OF STATE UNIVERSITIES AND COLLEGES
IN REGION III: AN EVALUATION**

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ABSTRACT

This study presents an overall impression on the implementation of the GAD program of State Universities and Colleges (SUCs) in Region III. It utilized descriptive analysis and survey method with questionnaire as the tool in data gathering.

The study revealed that majority of the GAD units of SUCs in Region III don't have a vision, were created under different offices, hence, were not provided with staff and facilities needed. The mandated 5% budget allocation was not utilized on projects and activities which were mostly organization focused – characterized by the installation of mechanisms and the conduct of gender consciousness – raising activities in their internal and external operations.

The average rating of GAD program in the region showed no significant improvement in the implementation process. Institutional mechanisms have been established but not given full support in resources' allocations. It is therefore recommended, that GAD units be placed directly under the president's office, be provided with enough human and material resources to facilitate the gender mainstreaming process. Furthermore, heads of SUCs should support the government in its commitment to achieve gender equality and women empowerment by 2025 through the sound implementation of their GAD program.

Keywords: Gender and Development, State Universities and Colleges, Implementation, and Evaluation

1. INTRODUCTION

Gender and development (GAD) is a development approach that seeks to equalize the status and condition of and relations between men and women by influencing the processes and evaluation, so that they would deliberately address the gender issues and concerns affecting the full development of women. This approach seeks not only to integrate women into the development process but also to continually search for new and innovative initiatives that will help transform

unequal social/gender relations into creative opportunities that would equally benefit both men and women (DBM-NEDA-NCRFW Joint Circular 2004).

Academic institutions like State Universities and Colleges (SUCs) play a vital role in addressing gender disparity in the country. As Fraser argues, the socio-economic and cultural injustices always need to be considered. Academic institutions have to shed off the more traditional stance usually taken that tends to exclude women's participation. They should offer institutional support to women academics and other male colleagues in their efforts to promote gender equality and women's human rights if we are to integrate gender equality as an essential element in development strategies.

In Region III, there are 12 State Universities and Colleges that have established their mechanisms in compliance to Republic Act. 7192. This is primarily to ensure the active participation of women in all development undertaking by incorporating GAD in their planning, programming and budgeting processes. Hence, this study was conducted to find out how well and how far these SUCs have gone in the implementation of their GAD program.

2. STATEMENT OF THE PROBLEM

The study was focused on the evaluation on the implementation of GAD program of State Universities and Colleges in Region III. Specifically it sought answers to the following questions:

2.1. How is the GAD program of SUCs in region III described in terms of:

- 2.1.1 vision
- 2.1.2 organization structure
- 2.1.3 manpower compliments
- 2.1.4 projects/activities
- 2.1.5 beneficiaries
- 2.1.6 budgetary support
- 2.1.7 accomplishment

2.2. How is the GAD program of SUCs evaluated in the following areas:

- 2.2.1. policies
- 2.2.2. human and material resources
- 2.2.3. enabling mechanisms
- 2.2.4. projects and activities

2.3. What are the problems encountered in the implementation of GAD program in Region III?

2.4. What common plan can be proposed to enhance the GAD program of SUCs in Region III?

3. RESEARCH METHODOLOGY

This study used the descriptive survey method with questionnaire as the tool in data gathering from the 12 SUCs in Region III. The questionnaire was patterned on the Gender Mainstreaming Evaluation Framework (GMEF), the tool used by the Philippine Commission on Women (PCW) to evaluate the implementation of the GAD program in the Philippines. Annual plan and accomplishment reports of the institutions were requested and analyzed while unstructured interview was also conducted to support the data gathered through the questionnaire.

The subjects of the study were: five (5) focal persons as implementers, (5) student council officers, five (5) non-teaching and faculty members as beneficiaries of the program.

To identify, describe and analyze the different variables mentioned in the study, the weighted mean of each indicator was determined to summarize the respondent-institution's

evaluation on the four areas of GAD implementation. Ranking was also utilized to determined problems encountered by the SUCs in the implementation process.

4. FINDINGS

4.1. Description of the Gender and Development Program of SUCs in Region III

The study revealed that out of twelve SUCs, only four have formulated their vision which is in consonance with NCRFW's vision: "Filipino women and men equally contributing to and benefiting from national development". Majority of SUCs have their GAD units placed under the Vice-President for Extension and Research while only three are provided with staff and campus/college coordinators. Accomplishments were noted to be organization-focused as revealed by ten SUCs which are centered on consciousness-raising and sensitization among the stakeholder and providing gender-friendly environment through gender responsive policies, programs and projects. Both men and women have benefited from the program but greater percentage is on the upliftment of women's/girls' status in the external community particularly by three SUCs whose activities were focused on livelihood and skills trainings. Day care center was established by two SUCs in accordance with EO 340 to help employees cope up with the child-rearing difficulties. All SUCs were not able to utilize the 5% budget from the General Appropriations Act as provided in Section 2.4 of the DBM-NEDA Joint Circular 2004-1.

4.2. Evaluation of SUCs Gender and Development Program on the Four Areas of Intervention

The GAD program of SUCs in Region III was evaluated on the four areas of intervention. The following table shows the summary of evaluation and the weighted average for each indicator.

Table 1
Summary of Evaluation on the Four Areas of Intervention

Area of Intervention	General Weighted Mean	Adjective Description
1. Policies	4.63	Average
2. Human and Material Resources	4.56	Average
3. Enabling Mechanism	3.87	Low Average
4. Projects and Activities	3.96	Low Average
Overall Rating	4.26	Average

The GAD program of SUCs in Region III was averagely implemented. This means that the support of the administration to the program was evident but not significant to bring about changes in the academic community making it gender responsive. In compliance to international and national laws, institutional mechanism was established and focal persons have been designated but evidences are inadequate to support the implementation process. In addition to this, the focal persons have not been able to initiate the excellent conduct of varied activities. Capability building activities were not intense in order to make the community become aware of the existence of the program. In relation to this, the full teaching load (21 or 24 units) of the designated focal person

/coordinator coupled with the absence of staff also contributed greatly to this low average implementation. So that even with commitment to implement the program, but if not given enough time or because of multiple tasks assigned, it is very difficult for them to work. Also considered is the budgetary support of the management so that, many of the focal person's requests have not been granted approval by the majority of the heads of these SUCs. Hence, the mandated 5% budget allocation was found to be under spent.

The overall average rating is an indication that the gender mainstreaming effort of the universities had not shown significant improvement. Although government agencies are mandated to establish mechanisms and adopt necessary measures to eliminate gender inequalities in all aspects of their operations, SUCs have not fully served as instruments in the achievement of gender equality as targeted by 2025. Based on the GMEF tool, SUCs are still in the first stage as evidenced by the establishment of focal system as planners and implementers, translation and incorporation of GAD into actual programs and projects, identification of institutional mechanisms such as funding and staff and the issuance of policies and guidelines to hasten the mainstreaming process.

4.3. Problems, issues and concerns in the implementation of GAD program.

Lack of staff and facilities, non-availability of items or permanent position for the staff and focal person's lack of knowledge about GAD were among the most pressing problems encountered by the 12 SUCs. Least indicated problems were lack of appreciation from the target clientele, lack of support from the management, uncooperative faculty, staff and students, absence of linkage and the lack of willingness of staff and coordinators to implement GAD PAPs due to multiple tasks assigned to them other than their teaching load.

4.4. Proposed common plan to enhance the GAD program in Region III

The table below presents a plan of action based on the identified problems and concerns by the 12 SUCs. The full implementation of this plan would eventually provide support to the efforts of the Philippine government in the promotion and attainment of gender equality and women's empowerment by 2025.

Area of Intervention	Proposed Activity
1. Policies	<ul style="list-style-type: none"> • Memorandum circulars and administrative orders should be issued to support the gender mainstreaming effort of the institution. • Formulation of vision, goals and objectives. • Review of existing policies in the promotion of gender equality and women empowerment. • Creation of GAD unit under the office of the President • Formulation of sexual harassment policy and designation of committee to handle cases.

2. Human and Material Resources	<ul style="list-style-type: none"> • Provision of facilities like GAD office, materials and other equipment needed. • Designation of a full-time focal person & hiring of staff or personnel. • Continuous capability building activities for focal persons and coordinators
3. Enabling Mechanism	<ul style="list-style-type: none"> • Formulation of standard evaluation mechanism for GAD activities. • Creation of Regional Core Group and Center • Rigid information dissemination through the use of tri media
4. Programs, Projects and Activities (PAPs)	<ul style="list-style-type: none"> • Regional capability building seminars for all the stakeholders • Engendering the college curricula and subjects • Required gender sensitivity seminar for all National Students Training Program students (First Year) • Institutional and regional sex disaggregation data

5. CONCLUSION

The GAD program of the 12 State Universities and Colleges of Region III was found to have an average rating described by the absence of vision by a majority of the SUCs, implemented by a designated director or coordinator of a created GAD unit which is mostly under the supervision of the Vice-President for extension, research/training. All the SUCs were not able to spend the mandated 5% budget for the program wherein projects/activities were classified as organization-focused. The most pressing problems faced by the majority of the institutions are: the lack of manpower, and inadequacy material resources to facilitate the implementation process. Least indicated problems were lack of appreciation from the target clientele, lack of support from the management, uncooperative faculty, staff and students, absence of linkage and the lack of willingness of staff and coordinators to implement GAD PAPs.

6. RECOMMENDATION

In the light of the findings, the following recommendations are provided:

1. State Universities and Colleges should formulate their GAD vision to provide direction and guidance in the implementation process.
2. The GAD units should be provided with human and material resources by the administration to facilitate the program implementation process.
3. Client-focused activities should also be undertaken to include the making of modules on GAD, revision of policies and procedures for women's full access to delivery of goods and services.
4. Focal persons should be provided with trainings/seminars to enhance their capabilities in the implementation of GAD PAPs and ensure full utilization of the mandated 5% budget from the General Appropriations Act.
5. Existing policies should be regularly reviewed to address prevailing gender inequalities and to make sure that institutional programs and projects are gender responsive.
6. Focal persons should encourage the student, faculty and non-teaching organizations to include GAD concerns in their action plan. This is to establish connectivity and partnership in the conduct of GAD projects and activities.

7. Information dissemination procedures to educate the community about GAD concepts should be intensified to include the use of various means like television, radio, and publications issued locally and nationally.
8. To improve the implementation of GAD program in Region III, a regional resource center should be established together with the creation of a core group to serve as oversight on the gender mainstreaming efforts of the 12 SUCs.
9. Further researches should be conducted in line with the implementation of GAD program of SUCs and other government agencies.

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