



# Institutionalization of Gender and Development in Extension and Training Services Programs

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## Abstract

This study evaluates the gender and development (GAD) institutionalization in the extension and training services (ETS) program of the Laguna State Polytechnic University (LSPU) System. Specifically, it analyzes the GAD policy, program, and structure evaluation in the four campuses, determines the level and stage of GAD institutionalization in ETS using the phenomenological approach and Gender Mainstreaming Evaluation Framework (GMEF); and identifies the good practices and challenges and its factors. The qualitative data were gathered through interview, document reviews, and focus group discussions (FGD). Results showed that the institutionalization of GAD in the university ETS program is very near to the ideal GAD implementation. The programs lead towards empowering women and addressing inequalities and discrimination. The good practices are mostly reflected in the GAD plan of the University. With clear policies and strong support from the University president and the Administrative Council, it was able to deliver several programs that promote the rights and welfare of women.

**Keywords:** *gender and development, extension programs, extension projects, GAD*

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## 1. Introduction

Pursuant to its mandates as one of the agencies responsible in implementing the Magna Carta of Women, the Commission on Higher Education (CHED) issued CMO No. 1 Series of 2015 which directs the institutionalization of the required policies, standards and guidelines to build internal capacities in mainstreaming GAD. This is within CHED and the various functions of higher education in accordance with the function of the state to exercise reasonable supervision and regulation of all educational institutions.

The Philippine Commission on Women defined GAD as *“development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials.”* GAD, which started in the 1980s as Women in Development, does not specifically concern women but applies gender analysis to promote collaborations between men and women. It focuses on two frameworks: Gender Roles and Social Relations Analysis. The former involves the social construct of identities within the household while the latter on the social dimensions of hierarchical power relations imbedded in social institutions (Philippine Commission on Women, 2016).

This became the rationale for establishing the policies and guidelines on GAD in the CHED and Higher Education Institutions (HEIs) (CMO No. 01 series of 2015). The guidelines seek to introduce and institutionalize gender equality and gender responsiveness and sensitivity in the various aspects of Philippine higher education. The guidelines mandate CHED and HEIs to establish GAD Focal Point System (GFPS) and mainstream gender in the trilogical functions of higher education. These include curriculum development, gender-responsive research programs and gender responsive extension programs.

The LSPU, an HEI in the CALABARZON region with four (4) existing campuses and four (4) satellite campuses, is a strong advocate of gender equality. It envisions to lead in steering development efforts towards women empowerment and gender equality. With its mission to design and implement policies and programs, it gears towards promoting gender equality and equity, protecting the rights of children and enhancing the quality of life of women and men equally participating in the development, management and operation of globally competitive output, thus uplifting their overall development and promoting the welfare of families and communities.

The LSPU GAD Resource Center was created to support the University's vision, mission and strategic goals, as embodied in its strategic plan. The GAD plan recognizes the various commitment of the University under various gender related laws and policies with purpose of providing a mechanism for catalyzing and accelerating gender mainstreaming in the University towards the promotion of gender equality and equity so that gender equality will be the fundamental value reflected in the programs, projects and activities of the University

This study generally aims to evaluate the institutionalization of GAD in the ETS program of LSPU. Specifically, the study analyzes the GAD policy, program, and structure in the four campuses, determines the level and stage of GAD institutionalization in ETS using the phenomenological approach and GMEF and identifies its good practices.

This study provides a framework for the educational institutions in the Philippines in the proper evaluation of GAD activities and programs. It is also a benchmark on the good institutional practices as well as the areas for improvement in the CHED's drive to mainstream gender and gender equality.

## **2. Literature review**

### ***2.1 Institutionalization of GAD***

Berger and Luckmann as cited by Miller and Paradis (2020) discussed institutionalization using the philosophical tradition of phenomenology. Institutionalization is a core process in the creation of social groups, which leads to the creation of an institution defined by habitualized actions, or behaviors that have been developed empirically and adopted by an actor or set of actors in order to solve recurring problems. Similarly, the current study embraced this definition in order to understand the essence of GAD and how it actually is institutionalized. Moreover, the phenomenological perspective in the evaluation process explains a particular phenomenon (GAD) through the perception of the actors (Respondents) in a situation.

In terms of habitualization, Tolbert as cited by Boubaker et.al (2021) notes that the earlier phenomenological studies of institutions reveal habitualization and objectification as the sequential processes involved in the formation of institutions. Habitualization involves the process of creating new structural arrangements while objectification pertains to the development of shared social meanings attached to actions. This also includes sedimentation or the process

through which actions acquire the quality of exteriority. By exteriority, it means the degree to which typifications are experienced as having a reality of their own.

This research paper took into account the stage that the institutionalization of GAD has reached, noting that GAD institutionalization at the University level was 'imposed' and enacted by law and did not emerge as a need. The HEIs were pushed by law to do GAD. This helps in the further examination of GAD institutionalization in LSPU.

Ostrom as mentioned by Malik & Fariha (2021) elaborated on ethno-methodological study of institutionalization. It highlighted the regularities of practices or the people's views, interpretations, and actual practices that make up the institutionalization, not the rules or what the guidelines and codes say about institutionalization. Although rules can shape thoughts and behavior, these do not determine institutionalization. People define and make the institution in thoughts and actions. Thus, ethno-methodological perspective guided the conduct of this study wherein the conceptual framework on GAD Program institutionalization as discussed by Franco et.al (2003) was adapted and enhanced.

Boubaker, Harguem and Nyrhinen (2021) identified the three stages of institutionalization as habituation, objectification and sedimentation.

Habituation. It is the stage which structural arrangements are formed based on the established policies and procedures.

Objectification. It refers to the development of shared social meanings attached to people's behaviors, which relates to the development of consensus among adopters considering the value of the structure, and the increasing adoption of it. This consensus emerges through two mechanisms: monitoring and theorization. The former is performed by the organization as it observes its competitors in evaluating risks concerning the adoption while the latter attributes general and cognitive legitimacy to the structure. The structures that undergo the former process are considered in the semi-institutionalization stage (Postel, 2019).

Sedimentation. It is when the shared meanings and arrangements and hence, people's behaviors became firmly established.

Carvalho (2020) argued that understanding the classic concepts helps understand how sexist and sexist ideals have become intertwined culture. These have increasingly ingrained that

practices of which have been naturalized over the years. As a process of mainstreaming, Susilorini et al. (2020) urged that government agencies and other private institutions have to build women capacity. This enhances gender equality and mainstreaming. Relevant to this, Musili (2020) argues that gender mainstreaming pertains to assessment of the consequences of any planned action, policy or initiative for women and men, in all fields and at all stages, before any decision is taken and throughout the entire process.

## ***2.2. GAD Implementation in Academic Institutions***

Several studies assessed the implementation of GAD in HEIs in the country. While majority of which seem ideal in nature, there are clear indications of gaps in the program implementations. Valencia (2017), using GMEF in the investigation, showed that the Philippine Normal University effectively implement gender mainstreaming activities which are attributed to the policies supported by the university management. Similarly, De Jesus (2020) described the implementation of GAD among the State Universities and Colleges (SUCs) in the CALABARZON as successful. In this region, there are various programs and projects, research, extension program, network and linkages, budgeting and monitoring and evaluation system implemented. However, this is not the case of SUCs in Region III. Esteban (2016) disclosed that majority of the GAD units in the region do not have a vision. Further details of the study results revealed that GAD program has no significant improvement in the implementation process. Although there are institutional mechanisms in place, these were not given support in terms of resource allocations.

The issue of GAD implementation on the HEIs do not only pertain to its implementation. There are studies proving on the awareness of the stakeholders on the GAD programs and projects. In the Polytechnic University of the Philippines Sto Tomas Branch, Sumadsad and Tuazon (2016) determined that the school community (faculty members, staff and students) were aware on GAD. However, these people were only moderately aware of gender issues and government agencies integrating GAD plan to programs, projects and activities. The study of Albaladejo (2016) showed similar findings that educational managers were “very aware” of the Republic Act 7192, known as Women in Nation building implementation while faculty members were only “moderately aware.” While they were aware of the benefits of GAD, researches agree that there are problems in the implementation due to lack of support and unsustainable implementation.

According to Hernandez and Cudiamat (2017), the challenge remains as to the integration of gender-sensitive teaching strategy in most of the HEIs in the Philippines. Accordingly, in the applied study on Gender and Development (GAD) in teaching Filipino Literature among Grade 8 learners using quasi-experimental design showed an increase in academic performance whenever students were exposed to the gender-sensitive teaching approach. In a similar study by Tarrayo, Potestades and Ulla (2021) using thematic analysis, it was revealed that GAD-related teaching methodologies enhance learners' critical thinking skills, promote inclusive and supportive learning environment, and increase awareness on the critical role of language in recognizing diversity. These were incorporated in the subject through instructional materials and teaching-learning activities, and teacher-student interaction.

### **3. Methodology**

This qualitative study was conducted among the four (4) LSPU campuses namely Sta. Cruz (main) campus, Siniloan (host) campus, Los Banos campus and San Pablo City campus. The respondents of the study were the four (4) budget officers, the GAD Director, the three (3) GAD chairpersons, the ETS director, the three (3) ETS chairpersons, and the sixty-six units' heads of the two units among the four campuses. There were also twenty-five purposively selected beneficiaries of the various gender-responsive extension projects among the four campuses.

The study used phenomenological method. The Formal and informal interviews such as one-on-one interview and focus group discussions were conducted. Documents analysis was also applied wherein documents from the offices were used as basis for data collection. In terms of ethical considerations, anonymity and confidentiality were highly regarded. For the participants who did not want their statements recorded, assurance was given that the information would be concealed, subjected to strictest confidentiality and were used only for the purpose of this study. In terms of the documents retrieved, only the public data were disclosed.

The study conducted a people, policy, PPAs, and enabling mechanisms evaluation to analyze the institutionalization of GAD among ETS programs and projects.

**Table 1***Criteria for the Evaluation of GAD Policy Process Dimension*

Criteria	Research Questions	Data Collection Method	Data Source
Existence and content of the GAD Manual	When was the GAD Manual created? What are the essential elements seen in the GAD Manual?	Document review Interview	GAD Manual Key Informants
GAD as viewed and practiced by the University Officials and GAD Focal Persons	How do you promote GAD in your university?	Interview	Campus Director, GAD Director, ETS Director, Chairpersons, Unit Heads
Participation of women and men in the identification of the development of the problem	What are your considerations in institutionalizing GAD? Are the participants involved in identifying the gender issues? Do the participants have the opportunity to express their ideas about how gender issues them?	FGD	Participants
Collection and use of sex-disaggregated data in the analysis of the development problem	Are there data stating the crucial gender issues in the community? What do the data say about the condition of women?	Interview	GAD Director, Chairperson, Unit Head Barangay Captains/ Organization Heads
Conduct of gender analysis to identify the gender issues that the proposed project must address	How do these data help in addressing gender issues? Does the Gender Office make use of the sex disaggregated data? What are the consideration in planning and designung gender programs	Interview Interview Document Review	GAD Director, Chairperson, Unit Head GAD Director, Chairperson, Unit Head Annual GAD Plans and Budget

The ten core elements of gender responsive program enumerated in the Harmonized Gender and Development Guidelines (HGDG) were part of the designed evaluation tool in ensuring that the programs to be institutionalized will be useful and beneficial to all stakeholders. This evaluation tool required the involvement not only of the coordinators and administrators but also GAD Programs participants or the community stakeholders who directly experience the effects of the programs.

**Table 2***Criteria for the Evaluation of GAD Policy Outcome Dimension*

<b>Criteria</b>	<b>Research Questions</b>	<b>Data Collection Method</b>	<b>Data Source</b>
Goals, objectives, outcomes of the programs	What are the identified issues and concerns in the community?		GAD Director, Chairperson, Unit Head
	What are the goals of the programs?	Document Review	GAD Plan and Budget
	What are the expected outputs and outcomes of the programs?	Interview	GAD Director, Chairperson, Unit Head
Activities that respond to the identified gender issues, including, constraints to women's participation	How do women participate in each activity?	FGD	LSPU Offices Organization Heads
	How do these activities address the issues and concerns identified?	Interview	LSPU Offices Organization Heads
Dissemination of information regarding the availability of gender responsive programs	How is the flow of communication and information about the GAD programs?	FGD	LSPU Offices Organization Heads
	How are the people informed about the available gender programs in the municipality?	FGD	
	How are the participants selected for each programs?	Interview	
Conduct of gender analysis of the planned project	How does the LSPU conduct gender analysis of the planned project?	FGD	GAD Director, Chairperson, Unit Head
	How does gender analysis help in addressing the identified issues and concerns?	Document Review	GAD Director, Chairperson, Unit Head Program Description Community Profile

As to the mainstreaming process, the researchers used the Gender Mainstreaming Evaluation Framework or GMEF as provided by the Philippine Commission on Women (PCW) in order to measure the extent of the gender mainstreaming efforts of the university. It is also meant to assist the Gender and Development Focal Point System (GFPS) members in measuring gains and successes as well as pinpoint areas for improvement in the way they mainstream the gender and development (GAD) perspective in the university.



**Table 3***Criteria for the Evaluation of GAD Policy Structural Dimension*

<b>Criteria</b>	<b>Research Questions</b>	<b>Data Collection Method</b>	<b>Data Source</b>
Organizational structure and leadership	Who initiates the institutionalization of the program?	Interview	GAD Director, Chairperson, Unit Head
Resources and budgets for the activities	What are the resources used for the implementation of the program?	Interview	GAD Director, Chairperson, Unit Head
	How much budget is allocated for each program?	Document Review	Accomplishment reports
	Is the budget properly used for the purpose of the project?	Interview	Gad Plan and Budget
Project monitoring and evaluation system that includes a sex-disaggregated database	Who monitors and evaluates the programs?	Document Review	GAD Director, Chairperson, Unit Head
	How are the programs monitored and evaluated?	Interview Document Review	GAD Director, Chairperson, Unit Head Annual Reports
	What are the tools used in monitoring and evaluating the programs?	Document Review	GAD Director, Chairperson, Unit Head Annual Reports
Monitoring indicators and targets	What are the indicators of the effectiveness of the programs?	Interview	GAD Director, Chairperson, Unit Head Annual Reports
	Are the programs achieving their objectives?	Document Review	
Planned coordination with PCW or the university's GAD Plans	Does the University coordinate with the PCW?	Interview	GAD Director, Chairperson, Unit Head
	Does the LGU submit GAD Plan and Budget and accomplishment reports?	Document Review	Accomplishment reports GAD Plan and Budget

GMEF tool which was originally developed in 2001 by the then National Commission on the Role of Filipino Women (NCRFW) to help government agencies plan, monitor, track and assess the progress of Gender and Development (GAD) initiatives, and provided a holistic view of the gender mainstreaming process. It was developed to guide users in understanding the processes and context of gender mainstreaming as it is implemented within an organization and to help them acquire a holistic view of the mainstreaming process. It is a framework that shows how far agencies have moved forward, stepped backward, or remained basically in the same stage as they go about their mainstreaming work (PCW, 2016).

## 4. Findings and Discussion

### 4.1. GAD policy, program, and structure

**Table 5**

*Program Objectives and Activities*

GAD Issue	GAD Objective	Activities
Gender Mainstreaming as a strategy for implementing the MCW (MCW Section 37)	To Mainstream activities (PPAs) of partner agencies to GAD	Seminar on GAD and the Norms of Conduct of Public Officials and Employee under R.A. 6713 Section 4 (A) Seminar-Workshop on Gender Mainstreaming and Analysis Deepening Session on Gender and Development, Gender Analysis (GA) & tools and GAD Planning and Budgeting
Right to livelihood, credit, capital and technology (MCW Section 26)	To train women on Financial Literacy and financial management in collaboration with College of Business Management and Accountancy	Seminar on Financial Literacy entitled: No Family Left Behind among Non-Teaching Personnel and Community
Women's right to health (MCW Section 20)	To assist in addressing Health issues among women community stakeholders thru LSPU Allied Medicine Department	Had conducted a Seminar on Breast feeding for young mothers to be.
Low level of coping up of both parents and left behind children and heightened anxieties over the potential care deficit in the home as well as a complex redefinition of economic and gender roles for left-behind-father or children.	To conduct researches and studies for the possible intervention to gender issues arising thereof	Seminar on Research on Gender and Migration
Lack of knowledge and training on Disaster Risk Reduction Management among women in the Community Level	To train women on DRRM and their responsibilities in case of emergencies	Conducted Quarter Nationwide Simultaneous Earthquake and Fire Drill
Lack of involvement of women in environmental project and in income opportunity.	To provide income opportunities for women and at the same time educate them in environmental protection like project on Charcoal Briquetting, Sericulture and Sewing	Conducted GAD related extension activity: Involving women in environmental project and income generation Seminar for community women
Low level of recognition of women's role in nation building - among students / faculty/stakeholders of LSPU/Lack of avenues and opportunities to raise awareness and appreciation on women's role in nation-building among faculty, students and community stakeholders	To increase level of recognition and appreciation on women's role in nation-building among faculty, student and community stakeholders	Conducted National Women's Month Forum, Film Showing of Juana See, Co host the Regional GAD Convention of R IVA
Low involvement of women in community programs and activity of LSPU.	To increase the level recognition of women capabilities in national development	Conducted 46 Gender Sensitivity Training/ Seminar
Lack of policies directly addressing gender needs of program beneficiaries in Extension Projects from Internal and External Clients	To bridge gender gaps among the target beneficiaries of the projects	Conducted 4 Seminars on Gender Analysis and Gender Tools in collaboration with the Regional Devt Council.
Limited presence of Gender Mainstreaming in LSPU R&D (Research & Devt) and ETS (Extension & Training Services) PPAs	To integrate GAD perspective in LSPU RDE and PPAs	Seminar on HGDG and GMEF for LSPU Researchers and Extensionists in all LSPU Campuses

**Policy.** The GAD manual was examined as part of the policy/process evaluation. This evaluation also tackled the actual practices of the implementers, i.e. the extensionists and program beneficiaries or the community stakeholders related to the criteria that fall under process dimension. The University officials, policy-makers, and program implementers use the GAD Manual and GAD Plan in different kinds of programs that the university institutionalize. All the policies and guidelines for the implementations of programs and projects are embodied in the GAD manual.

**Program.** There are various GAD-related extension programs with corresponding budget allocated in the University. The program plan specifically address the different GAD issues identified in the University. The common issues addressed in the programs include gender mainstreaming (MCW Section 37), right to livelihood, credit, capital and technology (MCW Section 26), women's right to health (MCW Section 20), low level of coping up of both parents and left behind children, lack of knowledge and training on Disaster Risk Reduction Management, lack of involvement in environmental project, low level of recognition of women's role in nation building, low involvement of women in community programs, lack of policies directly addressing gender needs and limited presence of gender mainstreaming. The most common activities conducted were seminar and training. The various topics discussed were on Norms of Conduct of Public Officials and Employee, Gender Mainstreaming, Gender and Development, Gender Analysis (GA) & tools, GAD Planning and Budgeting, Financial Literacy and Breast-feeding for young mothers. These are showcased in Table 5.

**Table 6**  
*LSPU GAD Plan and Budget for GAD-Related Extension Projects in 2019*

GAD Issue	GAD Budget	% Total Budget
Gender Mainstreaming as a strategy for implementing the MCW (MCW Section 37)	1,500,000.00	5.245
Right to livelihood, credit, capital and technology (MCW Section 26)	400,000.00	1.399
Women's right to health (MCW Section 20)	600,000.00	2.098
Low level of coping up of both parents and left behind children and heightened anxieties over the potential care deficit in the home as well as a complex redefinition of economic and gender roles for left-behind-father or children.	1,500,000.00	5.245
Lack of knowledge and training on Disaster Risk Reduction Management among women in the Community Level	1,000,000.00	3.497
Lack of involvement of women in environmental project and in income opportunity.	1,500,000.00	5.245
Low level of recognition of women's role in nation-building among students/faculty/stakeholders of LSPU/Lack of avenues and opportunities to raise awareness and appreciation on women's role in nation-building among faculty, students and community stakeholders	2,500,000.00	8.741
Low involvement of women in community programs and activity of LSPU.	1,000,000.00	3.497
Lack of policies directly addressing gender needs of program beneficiaries in Extension Projects from Internal and External Clients	1,200,000.00	4.196
Limited presence of Gender Mainstreaming in LSPU R&D (Research & Devt) and ETS (Extension & Training Services) PPAs	2,000,000.00	6.993
<b>TOTAL</b>	<b>13,200,000.00</b>	<b>46.154</b>

The University utilized a total of P13,200,000.00 in total budget for its programs and activities in 2019. This comprises on 46.154% of the total GAD budget. Table 6 shows the summary of the budget allocation on the various programs and activities held in 2019.

**Structure.** The last type of evaluation is the structure evaluation, which showed the actual practices of each LSPU Campus in relation to budgeting, implementing, monitoring, and evaluating programs. Each of the LSPU Campuses went through a process/policy evaluation, outcome/program evaluation, and structure evaluation.

**Figure 1**

*The GAD Structure in LSPU System*

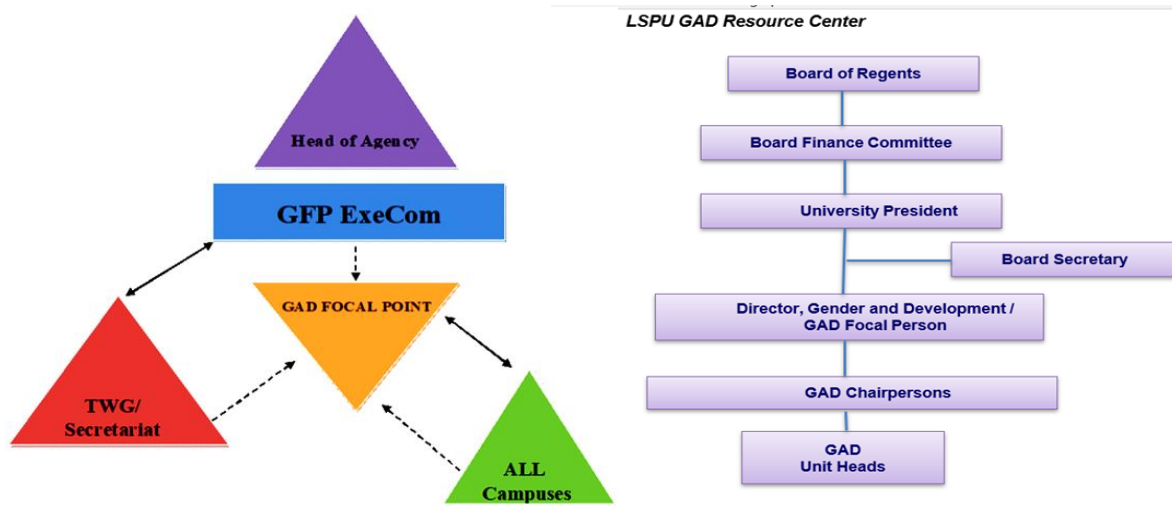


Figure 1 shows the structural flow of GAD implementation in the University. The structure of GAD in LSPU was evaluated through the criteria indicated in the criteria focus on how GAD is monitored and evaluated and who does the responsibilities. This structure evaluation helped in seeing the actual practices of the program implementers in handling GAD in the university.

#### **4.2. Level and stage of GAD institutionalization**

The GAD-related extension program of LSPU System was well implemented. This means that the support of the administration was evident which significantly contributes to the changes in the academic community. In compliance to national and international laws, institutional mechanism was established through the designations of focal persons, GAD director, chairpersons and unit heads. The GAD focal persons have been able to initiate the

conduct of varied activities. Capability building activities were so intensely implemented to create community awareness on the existence of the program thru ETS activities.

Accomplishments were noted to be organization-focused as revealed by the policy and program implementations in the four LSPU campuses. These campuses center on consciousness-raising and sensitization among the stakeholders and providing gender-friendly environment through gender responsive policies, programs and projects. Both men and women have benefited from the GAD related extension program. The greater percentage of these projects uplifts women's status in the external community as manifested by the San Pablo City and Siniloan Campuses. The impositions of livelihood and skills trainings help build the future of the women in the community.

The overall rating is an indication that the gender mainstreaming effort of LSPU GAD in ETS PPAs had shown significant improvement. Following the government agencies mandate to establish mechanisms and adopt necessary measures to eliminate gender inequalities in all aspects of their operations, LSPU served as instrument in the achievement of gender equality as targeted by 2025. Although there are rooms for improvements, the stage of GAD implementation in the University is at its peak of maturity. It has the concrete foundations such as policies, programs and budget to sustain the GAD principles. Meanwhile, the level of GAD implementation is holistic as it involves participation of the various levels of management and benefits the various stakeholders in the community.

Based on the GMEF tool, LSPU is in the third stage of GAD institutionalization 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. The GAD planning and budgeting have become strategic in terms of applying gender analysis in regular programs that result in either increased attribution of the GAD budget and/or more gender responsive programs.

The comparison of the four LSPU campuses showed that institutionalized programs are close to the ideal GAD. These campuses are still on the level of objectification as discussed by Boubaker (2021). This implies that LSPU GAD Unit still develops the shared social meanings as

attached to the community's behaviors of conceiving, operationalizing and actualizing GAD in the university.

#### ***4.3. Good practices***

The GAD Plan of the University mostly shows the good practices on GAD institutionalization in ETS programs. The conduct of GAD policy, program, and structure evaluation revealed that the existence of GAD Manual guarantees that ideal programs were delivered to the people. The University officials, policy-makers, and program implementers used the GAD Manual and GAD Plan in the kinds of programs that the university institutionalize. Most of the programs approved for GAD budget were scrutinized as to its gender-responsive initiatives. Another good practices is the use of HGDG and GMEF in the evaluation of the project proposals. These ensure that approved projects realize the goals and objectives of GAD.

The University has a GAD Desk to address immediate needs and concerns. Since the GAD Director is a certified trainer and member of the elite group PCW National GAD Resource Pool, it had direct coordination with the PCW. These are big factors in achieving the institutionalization of an ideal GAD in the academic community.

The application of gender analysis in regular programs results to either increased attribution of the GAD budget or more gender responsive programs. Some of the interventions imposed by the University are: a) gender efforts to produce intended or desired impact on women empowerment, and gender equality have been integrated and consolidated; and b) GAD integration in the MFOs, mandates and performance indicators of the organization to ensure that GAD will be mainstreamed into the organization's operations.

### **5. Conclusion**

This study analyzed the GAD institutionalization in the ETS program of the Laguna State Polytechnic University's four Campuses, namely: San Pablo, Siniloan, Sta. Cruz and Los Banos Campus. Specifically, it analyzed the GAD policy, program, and structure; determined the level and stage of GAD institutionalization; and identified good practices in GAD institutionalization. The phenomenological and ethno-methodological approaches were used through document analysis, interviews, FGD and GMEF. The respondents of the study were the four (4) budget officers, the GAD Director, the three (3) GAD chairpersons, the ETS director, the three (3) ETS

chairpersons, and the sixty-six units' heads of the two units among the four campuses. There were also twenty-five purposively selected beneficiaries of the various gender-responsive extension projects among the four campuses.

The results of the evaluation showed that the University has all the required policy, program and structure for GAD. The policies are embodied in its GAD manual, the programs with budget allocations are provided in its activity plan and the structure clearly shows the key positions and their command and control channels. The overall rating is an indication that the gender mainstreaming effort of LSPU GAD in ETS PPAs had shown significant improvement. Based on the GMEF tool, LSPU is in the third stage of GAD institutionalization 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. The comparison of the four LSPU campuses showed that institutionalized programs are close to the ideal GAD. The University demonstrates the maximization of project benefits through effective policies and process that are in place. Meanwhile, the administrative support and funds allocation greatly influence the implementation and success of various programs and activities.

The LSPU system, though efficiently practicing gender mainstreaming in its GAD related extension projects, programs and activities, has to proactively harmonize development planning with partners. In order to maximize exchanges of learning and knowledge in terms of GAD institutionalization, the University agenda must uphold institutional change that will build sustainability of gender mainstreaming. It should encourage the active engagements of different departments during the gender action plan (GAP) implementation. Although the programs were implemented, the links between GAD and other project outputs maybe unclear for the stakeholders. The University has to ensure that it becomes part of the organizational culture rather than mere program implementation.

The issue of gender mainstreaming in HEIs is timely and relevant to the current trends and developments in the education sector. There are numerous studies on gender-neutral sectors but still limited are conducted in educational setting particularly teaching and learning. With the conceptual background presented in this study, focused studies on the various GAD programs and projects are highly encouraged.

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