Research Paper   *Gender and Development*

Gender mainstreaming in basic education of the City of Mati, Southern Mindanao, Philippines

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ABSTRACT

The integration of gender-responsive teaching strategies in public schools remains to be a challenge among educators. This social issue entails more in-depth investigation, especially in primary public education, to promote gender-responsive instruction and increase inclusiveness in education. This study aimed to assess the level of gender mainstreaming efforts of public elementary and secondary schools in the City of Mati, employing the Gender Mainstreaming Evaluation Framework (GMEF). A quantitative design through purposive sampling methods where the respondents are the GAD focal persons was used in this study. The study found out that the Department of Education (DepEd) Schools Division in the City of Mati's level of gender mainstreaming is still in the Foundation Formation stage (Stage 1). There's a long way to integrate gender into its systems, programs, and services. The study recommends that the agency may craft policies to attain the maximum level of mainstreaming efforts and be modeled and replicated by other agencies in the future.

Keywords: *Gender mainstreaming, GMEF, gender-responsive, gender equality*

INTRODUCTION

Many studies highlighting the perplexing issues and challenges in today's primary education are gender disparity and inequality. Data accumulated throughout the Millennium Development Goals (MDGs) and the Education for All (EFA) 2015 introduced interest to this disparity, leading to the belief that boys, in general, have been underachieving in primary education (Fontanos & Ocampo, 2019). This research study investigates and connects the conclusion by tracing gender mainstreaming efforts that may influence how boys and girls are regarded during their primary education.

Luz (2007) says that from Grade 5 onwards, male drop outs are around 2 to 2.5 times more frequently than girls, that more girls than boys finished from high school (53 % vs 47 %), and that in 2005, more girls were likely to go to college than boys (58 % vs 52 %), and thus, describing the Philippines as becoming a nation of male underachievers. Meanwhile, Caoli-Rodriguez (2007) studied education outcome metrics from 1999 to 2005, including gross enrollment rate, net enrollment rate, cohort survival rate, and completion rate. While acknowledging that females have modest disadvantages in some literacy indicators, boys were lagging behind girls and noted that, "historical gender performance in almost all key education outcome indicator registered an advantage of females over males". Similarly, David et al., (2009) who examined data from school year (SY) 1996–1997 to 2008–2009 concluded that males in the Philippine primary education were

becoming less educated than females.

The data of previous studies which constantly display girls doing better than boys on various education indicators, led the Philippine Commission on Women (2014) and lawmakers to call on the education sector to address the underperformance of boys in crucial education indicators as a priority gender issue. Hence, the Department of Education (DepEd) is now shifting the gender patterns in primary education to answer gender issues by adhering to the designs and standards set in implementing the Enhanced Basic Education Act (Republic Act No. 10533). Through this parameter, gender-responsive school settings, learners, teachers, non-teaching personnel, and other stakeholders are expected to promote gender equality and a non-discriminating environment. Lacson (2019) actuated social change and empowerment through transforming gender relations, and inclusion.

However, while the provisions of RA 10533 have been implemented since 2017, and the DepEd Order 32 series 2017 on gender inclusion in the curriculum has been successfully extended to different regions; there are still studies concluding that gender issues are still prevalent in primary education. Data in the City of Mati Schools Division (2019) shows occurrence of some gender issues such as the high prevalence of teenage pregnancy and suicidal cases. The published article of Super Radyo Davao (2020) supports that adolescent pregnancy (ranging from 10 to 19 years old) in the Davao Region is high. Masilungan (2016) added that not all divisions and regional offices

had Gender and Development (GAD) focal points as change agents.

Consequently, there are still significant gaps that are deliberately unattended. Gender mainstreaming is the only strategy in tracing the City of Mati DepEd's effort in implementing gender inclusiveness. This study evaluates the level of GAD implementation and DepEd's response to the GAD-related needs using the Gender Mainstreaming Evaluation Framework (GMEF).

GMEF is a tool developed by the National Commission on the Role of Filipino Women (NCRFW), currently known as the Philippine Commission on Women (PCW) in 2001, to assist organization's progress in GAD mainstreaming and identifying areas of strength and growth. As stipulated in the Magna Carta of Women or Republic Act No. 9710, GMEF is established to ensure that government agencies and local government units (LGUs) are efficient in their GAD efforts. Furthermore, Section 37 of the law's Implementing Rules and Regulations (IRR) requires all government agencies, offices, bureaus, instrumentalities, State Universities and Colleges (SUCs), Government-owned and Controlled Corporations (GOCCs), and LGUs to "pursue the adoption of gender mainstreaming as a strategy to promote and fulfill women's human rights and eliminate gender discrimination (RA 9710)."

Furthermore, there are several of GAD-related guidelines established by DepEd such as the DepEd Order 32 series of 2017 or Gender-Responsive Basic Education Policy in line with the 1987 Philippine Constitution's GAD mandate-Republic Act No. 9710, or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC), among others.

Hence, gender mainstreaming in the primary education institution is essential not only to individuals but also to national development, being the foundation and critical site for facilitating the skills, knowledge, and expertise necessary in the economic and social development of young generations. Thus, this research study evaluates the gender-responsive effort of DepEd in the City of Mati School Division. This study is a benchmark on how far the DepEd as an institution made initiatives and advocacies in GAD.

Specifically, this study sought to investigate the levels of gender mainstreaming in terms of policy, people, enabling mechanisms, and program, activities, and projects (PAPs) in the City of Mati. This is important as it provides scientific basis for crucial actions to achieve

gender equality and equity through the use of a gender mainstreaming strategy.

MATERIALS AND METHODS

Research Design and Questionnaire

A quantitative descriptive research design was utilized in this study emphasizing objective measurements and the statistical analysis of data collected through questionnaires. The questionnaire utilized was an adopted tool published by the Philippine Commission on Women (PCW) in 2016, specifically the Gender Mainstreaming Evaluation Framework (GMEF). This instrument is used to develop and measure the level of the gender mainstreaming efforts of the DepEd organization. GMEF aims to assist the GAD Focal Point System (GFPS) members in any organization in weighing gains and successes, as well as pinpoint areas for improvement in mainstreaming the GAD perspective. It can track progress and provide a holistic view of the gender mainstreaming process. It is a framework for goals, objectives, and strategies for systematic gender mainstreaming valuable for technical people in the DepEd (i.e., planners, evaluators, and analysts) who are familiar with GAD ideas.

To understand the processes and context of gender mainstreaming implemented within the DepEd organization, it is essential to clearly define its primary entry points and stages of gender mainstreaming. The GMEF instrument comprises five columns and twenty rows (See Appendix). The first column represents the four stages of gender mainstreaming. It also identifies the objectives for each step of the mainstreaming process. Each entry point for each step of gender mainstreaming is described in the rows. Both vertical and horizontal correlation exist between the descriptors. Vertically, they depict the agency's progress from the first stage of gender mainstreaming (Foundation Formation) to the last stage (Commitment Enhancement and Institutionalization). Horizontally, they show how each entry point improves or helps to achieve the goals of a particular stage of gender mainstreaming. It includes a description that refers to a set of questions used to determine whether or not an organization has followed the gender mainstreaming part of the GMEF tool.

The GMEF tool used four sets of questionnaires representing each of the following entry points: Policy, People, Enabling Mechanisms, and Programs/Activities/Projects which refer to the agency's formal comments and pronouncements of support for gender mainstreaming, as specified in Book 2 of the GMEF. Memoranda, executive directives, or specific guidelines may be used to accomplish this. With these issuances, the agency like the DePEd has acknowledged and embraced gender mainstreaming as a serious and valid issue in national or local settings. At the same time, People as entry points are stakeholders whose shoulders fall the task of gender mainstreaming. These are the sponsor, the change agent, the target, and the advocate.

Another entry point is the Enabling Mechanism which refers to the systems and mechanisms installed in the agencies and the funds allocated for GAD

activities. The NCRFW made sure that some funds are set aside for gender mainstreaming through a provision in the General Appropriations Act. More popularly known as the GAD Budget, this measure mandated all government entities to allocate a minimum of five percent of their total annual budget for gender-responsive programs, projects, and activities. In the GAD planning and budgeting, PCW prompted that the success of any gender mainstreaming effort depends mainly on the resources allocated to it (Philippine Commission on Women, 2020). Programs, projects, and activities are agency's flagship programs and are usually strategic entry points for implementing a GAD initiative.

Further, the computation of the score per key area was based on the GMEF scoring and guidelines. The statistical tool used is the averaging score of the last column while the overall rating will be the legend of scores as published by the PCW (National Commission on the Role of Filipino Women, 2001).

Moreover, in analyzing the study results, the equivalent ratings pertain to the stages that will be applied (Table 1). A rating of 1 may mean that the organization's mainstreaming efforts are still limited to stage 1. In contrast, a rating of 4 may imply that organizations are already performing activities characterizing stage 4 of the framework. Ratings with a plus sign (e.g., 1+) signify that the organization exhibited above-average accomplishments/efforts

Table 1. Legend of Scores

Average Score	Equivalent Rating	Stage
0.01 - 0.50	1	1
0.51 - 1.00	+1	1
1.01 - 1.50	2	2
1.51 - 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

*Source: Book 2 Applying the Tool to Assess Gender Mainstreaming (*National Commission on the Role of Filipino Women, 2001*)*

at a given stage in terms of stage rankings, a (2+) indicates that the agency is somewhere between stages 2 and 3, while a (3+) indicates that it is somewhere between stages 3 and 4.

The stage's equivalent descriptions are the following, for the first stage which is the foundation formation, challenges the DepEd decisions to incorporate GAD in implementing RA 7192 or the Women in Nation Building Act. It measures the organization in issuing broad statements by top management supporting GAD and its concepts, reviewing existing policies, both agency's personnel, and its clients, allocating 5% of GAD budget for GAD-related activities, evaluating and analyzing the organization's potentials for incorporating GAD in its programs and projects. The agency's gender awareness is at its highest during this stage. Furthermore, this step sets the tone for understanding the added benefit of making GAD a priority.

Further, the second stage which is the installation of strategic mechanism, marks the organizational transition of the agency toward gender mainstreaming. The GAD focal system and technical working groups (TWG) serve as the planners and implementors of gender mainstreaming by translating and incorporating GAD into existing programs and projects are some of the strategic tools established by the top management. They set the direction of its mainstreaming efforts, identify institutional mechanisms such as funding and staff, implement GAD programs/ projects, and monitor issuance of policies and guidelines to hasten gender mainstreaming in the organization.

The third stage, the GAD application, is when GAD-related activities are grouped for greater impact. This stage usually occurs after the GAD plan has been crafted and institutional processes have been put in place. Gender mainstreaming interventions become more deliberate in terms of volume and quality, rather than sporadic and disorganized. Integration of interventions in the Key Result Areas of the Strategic Plan is one of these initiatives, ensuring that the agency's flagship programs address gender issues. In addition, GAD interventions as key result area must be more focused and specific to the needs of clients, teachers, students and advocates. These must be given emphasis not just by the central office but also by regional offices and affiliated agencies, to include specifically the use of a gender lens by teachers to its learners. This is also the point at which the gender mainstreaming results can be compared to the current situation of the agency before the change is applied.

The fourth stage is commitment enhancement and institutionalization. Gender mainstreaming is fully realized and implemented at this stage. At the same time, it pushes agencies to constantly analyze and improve their efforts. The long-term goal is to improve the government's ability to respond to gender issues and concerns. By this time, agencies are implementing the following: policies and procedures are constantly modified and improved to make them gender-responsive, GAD programs and projects are introduced continuously, evaluated, and enhanced to sustain the mainstreaming efforts, and the accountability of sustaining the gains of mainstreaming is accepted and claimed as a commitment of everyone in the DepEd organization (National Commission on the Role of Filipino Women, 2001).

Respondents

There were forty-three existing GAD focal persons in the respective elementary and secondary public schools in the City of Mati who were the respondents in this study. Purposive sampling was used, and the respondents were chosen based on their knowledge, competencies, and expertise as GAD focal persons. The research team conducted the study in the City of Mati, Davao Oriental, covering all public elementary and secondary schools under the Department of Education (DepEd) Schools Division, City of Mati.

The research team took into consideration the standards of conducting a study. These standards guided the team in pursuing the study and reminded them to be cautious in dealing with participants, citing the issues related to the present study,

and keeping confidentiality in research. This is related to what Smith (2013) ideated that researchers should be careful about the exposure to the ethical problems confronted in research and academic work. It is a fact that researchers face a range of ethical requirements, and as expected, they furnished prior consent and protocol to the agency. Thus, the research team obtained informed consent from the research participants. Participants' anonymity and confidentiality were protected, and dishonest tactics were avoided at all costs. Participants had the option to withdraw anytime from the research activity (Tangney, 2003).

On the other hand, the research team entered into a Memorandum of Agreement (MOA) with the DepEd City of Mati Schools Division to share resources for study, training, and extension programs. The MOA is a legally binding agreement between and among the institutions to cooperate and collaborate for this project.

RESULTS AND DISCUSSION

Level of Gender Mainstreaming

The findings of gender mainstreaming efforts implementation was successfully analyzed using the GMEF tool in its key areas.

Policy

Exhibited in Table 2 is the level of implementation of gender mainstreaming in the Department of Education, City of Mati. There were two indicators measured in this key area: Expression/Statement and Enhancement/ Improvement. Each of these indicators described specific aspects of the GAD initiative on Policy. Among the two indicators, enhancement/ improvement got the highest average score. The total average score of the DepEd was 0.98, having an equivalent rating of +1, stage1, and its descriptive value of foundation formation. It manifested that the Policy as a key area of gender mainstreaming in the DepEd organization in the City of Mati was in the foundation formation stage.

The level of gender awareness on the foundation formation of the DepEd is heightened. The result of the study highlighted the organization's effort in appreciation to the value added in the commitment to GAD as one of the priorities. The organization's efforts in support of GAD as part of the Policy initiatives are the issuance of DepEd Order 32 series of 2017 or the Gender-Responsive Basic Education Policy and the DepEd order 40 series of 2012 Child Protection Policy.

These policies aim to allow DepEd to implement gender mainstreaming in education to address both long-standing and new gender and sexuality-related issues in primary schools, protect all forms of gender-based violence, abuse, exploitation, discrimination, and bullying, and promote gender equality and non-discrimination in the workplace and within organizations. This finding is also similar to the flagship program of DepEd Order 63 (2012), highlighting the region's need to revitalize its efforts on GAD. It aims to comply with the Department's responsibility of providing students with a gender-responsive learning environment and various opportunities to learn about gender roles and remove gender inequities (Capulong, 2017).

The provision of these policies is the mark starting of gender sensitizing (Muyot, 2017). These affirmative DepEd order issuances are essential in closing the gender gaps and disparities in learning

process management. It provides all learners with a learner-friendly environment that meets their different learning needs, and advances gender equality in educational achievements (DepEd Order No. 32, s. 2017).

Illustrated in Table 3 is the Gender Mainstreaming of DepEd in the City of Mati Division in terms of People. Four indicators measured this key area: expression of support for gender mainstreaming, capability building interventions to enhance KRA and GAD, benefits for women, and participation of women. The highest score among the indicators was the attendance or women's involvement in the organization's activity. The overall average score was 1.50, which has an equivalent rating of stage 2, indicating that the People as a key area was manifested under the installation of a strategic mechanism. This indicates that the heads of schools in the DepEd, City of Mati, including elementary and secondary, are supportive of gender mainstreaming activities in terms of people.

The manifestation of having stage 2 strategic mechanism in terms of people is rooted in having an issuance of DepEd Memorandum Order 140 s. 2012, otherwise known as the Establishment of GAD Focal Point System (GFPS). At the same time, it is expected that the installation and definition of the GFPS will be part of DepEd's strategic mechanism, including the appointment of GAD focal persons, the institution of the committee on decorum and investigation (CODI), and any other GAD-related committee. Women benefit from being members of this committee.

Table 2. Level of implementation of Gender Mainstreaming in terms of Policy

Statement of Policy as Key Areas	Equivalent Rating
Expression/ Statement	0.72
Enhancement/ Improvement	1.24
Average Score	0.98
Equivalent Rating	+1
Stage	1
Description of Stages	Foundation Formation

People in gender mainstreaming mean that the relevant stakeholders who assume gender mainstreaming are participated and helped by women.

The result of the study is parallel to the study of Okabe (2013) which states that most activities in primary education are initiated and participated by women. Women have actively participated in the top management decision-making, composition in different committees, and training. Even in the status of student learners' access to primary education, females are more active in enrollment ratio, literacy ratio, and cohort survival ratio.

Enabling Mechanism

Table 4 shows the level of gender mainstreaming in terms of enabling mechanism. Six indicators comprise the enabling tool, including structures and system, roles and functions of focal points, capability building for the focal point, gender-responsive database, resources allocation, and networking efforts. The highest score indicator among the statement was the allocation of the GAD budget. The overall average score was 1.28, which has a descriptive stage rating of 2, having a descriptive equivalent of installation of strategic mechanism.

The result implies that the organization utilized the 5% GAD budget in compliance with the DepEd Order 63, s. 2012 guidelines on preparing GAD plans, utilizing GAD budget, and submitting accomplishment reports. Hence, the success of any gender mainstreaming effort depends, to a large extent, on the resources allocated and the mechanisms that are institutionalized to implement it (Aguilar-Delavin, 2017). Another example of an enabling tool for GAD is the GAD Funds Audit of the Commission on Audit (COA), which immensely helped ensure institutional compliance to the minimum 5% utilization of the GAD budgets of agencies in all government units.

Programs, Projects, and Activities

The level of gender mainstreaming in terms of Programs, Projects, and Activities in the DepEd is shown in Table 5. There were five (5) indicators contextualized under PPAs: information, education and communication campaigns, client-directed PPAs, application of Gender-Responsive Planning, PPAs implementing, international treaties, and Personnel-directed PPAs. The highest statement among the indicators was information, education, and communication campaigns of the schools on GAD initiatives. Its overall average score is 0.44 under stage 1, with an equivalent value of foundation formation.

The PPAs refer to the flagship programs or activities/projects that serve as a foundation entry point to mainstream GAD in an organization. PPAs is the most practical entry point since it involves

implementing an organization's mandate. Examples of PPAs are the review and issuance of revised GAD policies, application of gender analysis tools, conduct of GAD advocacy, and regular updating of GAD mechanisms such as the GAD database (Aguilar-Delavin, 2017). The organization PPAs that were initiated by the focal persons is attendance to Gender Sensitivity Training, Women's Month, and End-Violence Against Women. Thus, these made DepEd obtain level 1; nonetheless, PPAs should be upgraded and systematized by the City of Mati Division. The GPB or GAD Plan in the agency must not end in a plan; instead, implementation and sustaining it are more necessary.

Table 4. Level of implementation of Gender Mainstreaming in terms of Enabling Mechanism

Statement of People	Score
Structures and System	0.96
Roles and Functions of Focal Points	1.06
Capability Building for Focal Point	0.20
Gender-Responsive Database	1.13
Resources Allocation of the Budget	2.48
Networking Efforts	1.86
Average Score	1.28
Equivalent Rating	2
Stage	2
Description of Stages	*Installation of strategic mechanism*

Table 3. Level of implementation of Gender Mainstreaming in terms of People

Statement of People	Score
Expression of Supporwt for Gender Mainstreaming	1.24
Capability Building interventions to enhance KRA and GAD	0.65
Benefits for Women	1.13
Participation of Women	3.13
Average Score	1.5
Equivalent Rating	2
Stage	2
Description of Stages	*Installation of strategic mechanism*

Table 5. Level of implementation of Gender Mainstreaming in terms of Programs, Project and Activities

Statement of People	Score
Information, education, and communication campaigns	0.82
Client-directed PPAs	0.51
Application of Gender-Responsive Planning	0
PPAs implementing international treaties, PPGD, other laws	0
Personnel-directed PPAs	0.10
Average Score	0.44
Equivalent Rating	+1
Stage	1
Description of Stages	*Foundation Formation*

Summary on the Level of Implementation of Gender Mainstreaming

Table 6 outlines the levels of gender mainstreaming efforts in the DepEd, City of Mati Division in four key result areas, such as policy, people, enabling mechanisms, and programs, projects and activities (PPAs). It was found out that the overall level of entry points on the implementation of gender mainstreaming obtained stage 1, which means that the DepEd in the City of Mati Division installed foundation formation on the gender mainstreaming implementation. Among the four key areas, people got the highest score and lowest in the PPAs or programs, projects and activities.

The result implies that the DepEd in the City of Mati Division is still in a basic formation regarding gender mainstreaming efforts. The agency is still strengthening the creation of the GAD Focal Point System (GFPS). Verzosa (2016) underscored that foundation formation policies articulate support to GAD mandates or existing policies reviewed for consistency with emerging GAD issues. It includes building the organization's capabilities on understanding GAD like GAD orientation, gender sensitivity training, GAD planning and budgeting and GAD strategic planning. In addition, sex-disaggregated data or collection of the organization's existing data forms part of the foundation formation. Some schools in primary and secondary level of the City of Mati Division organize training for gender and development and encourage attendance for training and summits.

The study confirms that the DepEd City of Mati Division keeps abreast its People through top management. The GAD Focal Point System members, representative of each school, are gender-sensitive on the guidelines prescribed by the Philippine Commission on Women (PCW) and provided under DepEd Order 37 s. 2017. Anent to this, the data also provided that the DepEd in the City of Mati Division is compliant with the provisions of Section 36- b of Republic Act No. 9710, also known as the Magna Carta of Women (MCW), in establishing and institutionalizing the Gender and Development (GAD) Focal Point Systems (GFPS).

Table 6. Summary on the level of Implementation of Gender Mainstreaming

Key Areas entry points of Gender Mainstreaming	Score
Policy	0.98
People	1.5
Enabling Mechanism	1.28
Programs, Projects, and Activities	0.44
Total Average Score	**1.05**
Equivalent rating	**+1**
Stage	**1**
Descriptive Equivalent	*Foundation Formation*

CONCLUSIONS

The overall results of the study indicate that the DepEd in the City of Mati Division obtained level 1, with a descriptive equivalent of foundation formation. Among its four major entry points: Policy, People, Enabling Mechanisms, and Programs, Projects, Activities (PPAs), the organization's strength is people and the weakness is in the area of PPAs. It confirms that the agency had gone through this far in compliance with the provisions of RA No. 9710, also known as the Magna Carta of Women (MCW), in its mandate to establish and institutionalize the GAD Focal Point Systems (GFPS) in the organization. Also, DepEd complies with RA 10533 and the DepEd Order 32 series 2017 and supports the GAD concept. Indeed, there is a need to review existing policies addressing the agency's personnel and its client and allocating budget to fund GAD-related activities and the DepEd Order No. 32 s. 2017 or the Gender-Responsive Basic Education Policy. The current efforts and strategies of the DepEd in the City of Mati are typical of an agency in the foundation formation stage of mainstreaming. It still has a long way to fully integrate gender into its systems, programs, and services. The challenge is for it to build on its initial effort.

However, the agency is still an uphill battle for a gender-responsive education. The result needs progress for the next coming years. The stage 1 level in GMEF is still a lower level that calls for attention not only for the GAD focal persons but for the cooperation of every man and woman in the DepEd, City of Mati Division. GMEF aims not to drag the agency effort but to help the agency progress and provides a holistic view of the gender mainstreaming process. This result will be most beneficial to the technical people in DepEd like the planners, evaluators, analysts, GAD advocates, especially those who have a basic knowledge of GAD concepts. It will initiate change towards gender-responsive development in the agency, looking forward to being modeled by the clienteles and replicated by other agencies. The DepEd may address this concern by conducting a strategic planning workshop that aimed to identify, rationalize and integrate GAD in its projects, programs, and activities. Heightened gender mainstreaming and prioritizing GAD in the planning process and ensuring that GAD mainstreaming is included in the planning guidelines in both elementary and secondary levels. A capacity-building development encourages focus on the GMEF to be specific PPAs program, projects, and activities as the weakest points to attain a more gender-fair lens, leading to more inclusive intervention in the department.

Therefore, it is recommended that the policy be put in place in all the primary and secondary education division, teacher, and staff units for continuous development. Programs must be identified along gender mainstreaming to attain gender equality in the agency using the framework. Continued support from the top management is necessary

for its implementation since the DepEd and the Philippine Women Commission are pushing the exposure of Gender and Development in all primary and secondary education levels and other government offices Thus, a similar study may be conducted in other agencies or at the regional level to organize a better GAD mainstreaming that will contribute to women's empowerment in the work areas.

Acknowledgements

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Appendix A
SELF ASSESSMENT QUESTIONNAIRE ON
GENDER MAINSTREAMING EVALUATION FRAMEWORK (GMEF)

Gender Mainstreaming Activities/Efforts

1. Our School issued clear policies in support of GAD activities. (e.g., inclusion of GAD in project or program planning)

YES	NO

Please enumerate the policies issued so far:

Type (MC, SO, etc.)	Policy	Date Issued

2. We have included gender mainstreaming targets in our Key Result Areas (KRAs)

YES	NO

_____

_____

3. We have formalized the assignment of key people to be our Focal Point and spearhead our GAD undertakings.

YES	NO

4. We have developed specific guidelines on how to mainstream gender in our work.

(e.g. integration of GAD in project development process)

If yes, please enumerate these specific guidelines:

YES	NO

Date Issued	Title Description of the Guidelines

If none, what hinders you from developing such guidelines?

_____

_____

5. These guidelines are adopted and followed by concerned units in our School.
If yes, how have these been useful?

YES	NO

_____

_____

If no, please explain why:

_____

_____

_____

6. We have identified a unit in our School who will be responsible in ensuring that women's concerns are integrated in the planning and project development process of the School both at the local and national level.

YES	**NO**

If yes, please specify the assigned unit:

_____

_____

7. We have established a set of indicators/standards that our staff uses in planning and implementing gender responsive programs and projects.

YES	**NO**

If yes, please enumerate these indicators/standards:

_____

_____

8. We have issued specific policies pertaining to the women in our school (e.g. policies on sexual harassment, *etc.*

YES	**NO**

9. We formulate new policies based on sex-disaggregated data.

YES	**NO**

 If yes, please enumerate these policies:

_____

_____

10. GAD is already integrated in our policy framework agenda.

YES	**NO**

_____

11. We have reviewed our existing policies to determine if they are gender-responsive and are not discriminatory to women.
If yes, please briefly state the basis of such review:

_____

_____

12. We have a policy to ensure that our programs and projects are not gender-biased.

YES	**NO**

If yes, please state the policy/policies:

_____

_____

13. Our TOP MANAGEMENT is supportive to our gender mainstreaming efforts.

YES	NO

If yes, please describe the kind of support extended by your Top Management:

_____

_____

14. We have conducted gender sensitivity training programs in our office.

YES	NO

15. Our GAD Focal Points are very active in performing their tasks of initiating, coordinating and monitoring GAD-related activities.

YES	NO

Please list down activities which have been undertaken by your Focal Points:

Activities	Date Done

How effective is the creation of your Focal Point in promoting gender mainstreaming?

_____

_____

16. We have special benefits for the women in our School.

YES	NO

If yes, please enumerate the benefits your women are receiving from your School?

_____

_____

17. Women in our School occupy strategic positions (i.e. decision-makers).

YES	NO

Please identify the number of employees in the following position:

Position	No. of Men	No. of Women	% of Women

CO-Central Office; RO-Regional Office

18. Women are normally consulted in planning new programs in our office.

YES	NO

If yes, please indicate the mechanisms by which you consulted them.

_____

19. Our staff are familiar and trained with the use of various tools and techniques in gender mainstreaming such as GRP, etc.

YES	NO

If yes, please enumerate the GAD-related training programs you have undertaken:

Time of the Program	No. of Times Conducted	Type of Training		Attendees	
		In-House	Outside	Number	Position

20. We have organized women's group among our target clientele.

YES	NO

Please enumerate the women's group the School has organized:

Group	Purpose of organizing them

21. More women in our School assume key roles and responsibilities in implementing, monitoring and evaluating our projects and programs.

YES	NO

22. We provide and conduct GAD-related training to our target beneficiaries and clients.

YES	NO

Please enumerate the GAD-related training programs you have implemented for your clients:

Date	Title of the Program	No. of Times Conducted	Attendees	
			Number	% Benefited

23. We address the needs of our women clients through our projects and programs.

YES	NO

Please identify your School's main clients/target (women and men) beneficiaries:

Target	Assistance Provided

24. We have a system to evaluate the impact of gender-responsive programs on our women beneficiaries.

YES	NO

If yes, please describe the system of evaluation being used:

25. We maintain sex-disaggregated database in our programs on our programs and projects.

YES	NO

If yes, please list down these programs and projects:

_____

_____

26. We have issuedsituationers on women clients and employees in our specific sector.

YES	NO

If yes, please enumerate them:

_____

_____

27. We have developed tools and materials that will help mainstream GAD in work specifically in our programs and projects.

YES	NO

Please specify these tools and materials:

_____

_____

28. We have conducted strategic planning on how to mainstream GAD in our work.

YES	NO

If yes, please attach a copy of your Strategic Plan.

29. Our office has allocated special budget for gender mainstreaming activities.

YES	NO

Please indicate your budget allocation for GAD activities for the last 3 years:

Allocation	Utilization	Year

30. We have already installed a system to enforce and monitor the allocation of 5- 30% of ODA funds for gender mainstreaming.

YES	NO

31. We have utilized a minimum of 5% of the total School budget for GAD-related activities.

YES	NO

If not, please state the reasons why:

_____

_____

32. Our funds are allocated and used for activities to strengthen institutional mechanisms.

YES	NO

33. Our GAD funds are utilized based on the activities indicated in our strategic plan.

YES	NO

34. Our budget proposal is incorporated in our School's present baseline budget.

YES	NO

35. We have a network or resource persons, institutions and NGOs as partners in our GAD-related activities.
Please attach list

YES	NO

36. We have developed a database of these partner institutions and have working relationships with them.
Please enumerate your partner organizations:

YES	NO

Organization	Type of Undertakings/Activities

37. We normally attend GAD conferences and seminars to update our skills and knowledge as well as to broaden our network.
Please enumerate the seminars/conferences you have attended:

YES	NO

Name of Conferences	Participants	Date

38. List down other GAD-related activities which you might have undertaken but not covered by this questionnaire. (e.g. GAD activities implementing international treaties, PPGD and other laws and policies on women and GAD)

YES	NO