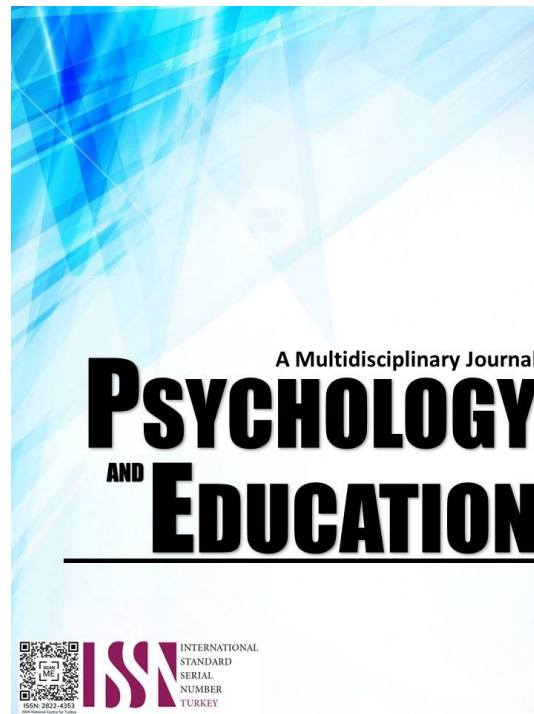


IMPLEMENTATION OF GENDER AND DEVELOPMENT (GAD) PROGRAMS AND PROJECTS IN THE DIVISION OF QUEZON



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Implementation of Gender and Development (GAD) Programs and Projects in the Division of Quezon

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Abstract

The objective of this study was to assess the implementation of gender and development (GAD) Programs and Projects in the Division of Quezon. The study specifically aims to respond to the following questions: to what extent are GAD projects and programs implemented under the policy, people, enabling mechanisms and programs, projects and activities; challenges encountered on the implementation; the significant relationship between the extent of the implementation and the challenges met; action taken on the challenges met; the effectiveness of GAD programs and projects; and the proposed intervention program could be proposed based from the result of this study. Through a quantitative-descriptive research design, the study was conducted among sample 160 respondents from School heads, GAD Coordinators, and GAD Focal members in the Division of Quezon using a purposive sampling technique. In the collection of data, a self-devised questionnaire was used. Further, statistical tools employed include weighted arithmetic mean and Pearson moment correlation. Furthermore, the study revealed that the implementation of GAD programs and projects is applied with the most implementation at each entry point. It also revealed that schools had experienced a moderately severe challenge in the implementation. The findings also indicate a significant relationship between the implementation and the challenges encountered was present. The study further implied that respondents were highly employable with the action taken from the challenges met at every point. Hence, it indicated that implementing programs and projects was most effective in attaining a gender-responsive school environment.

Keywords: *gender and development, gender mainstreaming, policy, people, enabling mechanisms, program, projects, and activities*

Introduction

This chapter deals with the problem and its background. It includes the introduction, statement of the problem, the significance of the study, and scope and delimitation of the study on the Implementation of Gender and Development (GAD) Programs and Projects in the Division of Quezon.

The change that results in sustainable development with fairness and growth will have an impact on social and institutional change, as we are all aware, and gender equality is viewed as being essential to achieving work for All Women and Men. Equal opportunities, rights, and duties for all people—regardless of their gender are referred to as gender equality.

Gender equality refers to the rights, responsibilities, and opportunities that apply equally to men and women, including children, according to the United Nations Organization for Gender Equality and the Empowerment of Women. It also means that both men's and women's diverse needs, interests, and problems consideration equally and that their socioeconomic class, religious beliefs, and ethnic affiliations are appropriately acknowledged. Their rights and prospects are human rights that we presently no longer rely on their being male or female.

Empowering women is an essential tool for increasing human development and reducing poverty. This is evidenced by the contribution that empowered women make to the health and productivity of households of both groups and growth estimates for the upcoming generation. The fact that gender equality is one of the eight Millennium Development Goals further emphasizes its importance.

Realizing gender equality is widely accepted and deemed necessary for attaining the alternative seven improvement goals. In addition to being a concern, gender equality is a requirement for and a predictor of sustainable human-focused development. As viewed through the lens of sustainable human development, it is vital to pursue gender equality hence in the perspective of environmental sustainability.

Given that the fight for gender equality is a way to provide both men and women more freedom to live good, healthy lives, taking care of and protecting the environment is vital. They must actively participate in maintaining the environment, i.e., they must lead environmentally friendly lifestyles.

The Gender and Development Program (GAD) is described as the development perspective that is equitable, empowering, free from violence, sustainable, supportive of self-determination,

respectful of human rights, and actualization of human capabilities in the Magna Carta of Women (Republic Act No. 9710). It aims to achieve gender equality as a fundamental value that needs to reflect in development decisions that have acknowledged that women are active agents of development rather than merely passive recipients.

The attached Gender-Responsive Basic Education Policy conflicts with the Gender and Development (GAD) decree stipulated in the 1987 Philippine Constitution, RA 10533, 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 All Forms of Discrimination Against Women (CEDAW), and the Convention at the Hague.

The National Commission on Women must receive all involved government entities' GAD plans for evaluation, according to Section 27 of Republic Act No. 8760, the General Appropriations Act (GAA) Regarding Programs/Projects of Gender and Development (GAD). Additionally, they must annually report to Congress, the Department of Budget and Management (DBM), and the National Commission on Women (NCW), outlining the programs, projects, and activities they use to address gender-related issues. The evaluation of how businesses used GAD funds will be the basis of overall performance.

Also, the Philippine Constitution guarantees the fundamental equality of men and women before the law. To wit: The State should ensure this equality because it respects the part played by women in constructing nations. This constitutional provision allows for the passage of several pieces of legislation that advance women's rights, including Republic Act 7192 and Republic Act No. 9710. This clause contains Section 36 of Republic Act No. 9710, also commonly known as the "Magna Carta of Women (MCW)." A campaign for gender mainstreaming to promote women's rights and eliminate gender discrimination within the systems, programs, policies, and procedures is necessary for all government departments, higher education institutions, government-owned and -managed corporations, local government units, and other government businesses.

Furthermore, to facilitate and speed up gender mainstreaming in the designated agency, Section 37-C of the Implementing Rules and Regulations (IRR) of the MCW directs all relevant authorities,

establishments, and businesses to institutionalize their GAD Focal Point System or a parallel GAD mechanism.

Therefore, to achieve gender equality, schools implement gender and development programs and projects. When putting these programs into practice, it is crucial to mainstream gender, also known as a gender perspective, which is the procedure for evaluating the effects on women and men of any deliberate action, including legislation, regulations, or programs/projects, at any level. It aids in integrating men's and women's concerns and experiences into the design, execution, monitoring, and evaluation of policies, programs, and projects in all political, economic, and social spheres, ensuring that both genders benefit equally. This comprehensive approach ensures that both women and men can influence, participate in, and benefit from all sports related to progress and human rights.

Attaining gender equality is the final goal of gender and improvement implementation. Gender mainstreaming is the process of making comparatively uneven social and institutional systems into systems that have the same and are straightforward for both men and women. Gender mainstreaming goes beyond collective women's engagement by bringing the knowledge, experience, and interests of every gender to bear on the development agenda. It is not about putting a component, or even a gender equality component, into an existing initiative or activity.

We are all aware that despite all the positive changes made to advance gender equality in the Philippine educational system, there is still debate about the issue, and cannot ignore the fact that many people, especially women, continue to experience gender violence, stereotyping, and biases when it comes to leadership, work, role, functions, beliefs, and EDUCATION.

The implementation of GAD Initiatives and Programs in Schools that will advance and broaden gender equality would benefit greatly from this study.

Because the researcher wants to ensure that gender equality for all is being followed and applied to all students and teachers, it is necessary to evaluate the amount of implementation of GAD projects and programs. Also, with the aid of the assessment instrument that will establish gender equality in the school, such as the Gender Mainstreaming Tool, create and spread various initiatives and programs connected to gender and development. GM is a self-assessment instrument that allows government agencies, departments, institutions, or groups to evaluate their

progress in addressing gender equality in four areas: (1) People; (2) Policy; (3) Enabling Mechanisms; and (4) Programs, Projects, and Activities. The researcher may suggest an intervention program to enhance the execution of projects and programs in the Division of Quezon.

Research Questions

The primary purpose of the study was to assess the implementation of Gender and Development (GAD) Programs and Projects in the Division of Quezon. Specifically, this study sought to answer the following questions:

1. What is the extent of implementation of Gender and Development Programs using four entry points in terms of:
 - 1.1 Policy
 - 1.2 people
 - 1.3 Enabling Mechanisms
 - 1.4 Programs, Projects, and Activities (PPAs)?
2. What are the challenges encountered in the Implementation of Gender and Development Programs and Projects in terms of:
 - 2.1 Policy
 - 2.2 people
 - 2.3 Enabling Mechanisms
 - 2.4 Programs, Projects, and Activities (PPAs)?
3. Is there a significant relationship between the extent of the implementation and the challenges encountered by the respondent in the implementation of GAD Programs and Projects?
4. What is the action taken to address the challenges in terms of:
 - 4.1 Policy
 - 4.2 people
 - 4.3 Enabling Mechanisms
 - 4.4 Programs, Projects, and Activities (PPAs)?
5. How effective are Gender and development programs and projects implementation to the attainment of Gender Responsive school environment?

Methodology

This chapter discusses the methodology employed to methodically resolve the specific problems presented by the researcher. The discussion of the research methodology includes the research design, research environment, population and sample, research

instrument, data gathering procedures, and statistical treatment of data.

Research Design

The study utilized a descriptive survey method of research with a questionnaire as an instrument. This technique of analysis, which concerns itself with current events in terms of circumstances, practices, beliefs, processes, relationships, or trends invariably, is described by James, et al. (2016). Additionally, it uses descriptive statistics, such as frequency distribution, measures of central tendency, and measures of dispersion or variance (Broto, 2006).

Gender and development programs and projects assessment on the extent of implementation, the challenges encountered, the action taken on the challenges met of the respondents on the implementation, and the effectiveness in the Division of Quezon was conducted as of the study.

Research Locale

The respondents of this study were school heads, gender and development coordinators, and teachers in the Division of Quezon. The Philippines' Quezon province, officially known as Lalawigan ng Quezon, is situated in the CALABARZON region of the island of Luzon. Manuel L. Quezon, the country's second president, was the inspiration for the name change.

The researcher chose the location and respondents based on their needs and primarily because she encountered various problems and concerns from the Gender and Development focal point system, particularly in handling and implementing programs and projects to manage these issues. This study was conducted in various schools in the Division of Quezon.

Population and Sample Size

Using a method known as purposive sampling, this study involved selected public school heads, school GAD Coordinators and teachers that are part of GFPS in the Division of Quezon. Purposive sampling was used in selecting schools ranging from Small to Mega Schools to obtain a sample portion of the population. Applying the sampling technique, table 1 below presents the distribution of the respondents in this study.

Table 1. *Distribution of the Respondents*

<i>Congressional District</i>	<i>School Category</i>	<i>Municipality</i>	<i>Name of School</i>	<i>School Head</i>	<i>GAD Coordinator/s</i>	<i>Teachers (GPPS)</i>
1 st Congressional District	Small	Pagbilao	Bantigue ES	1	1	8
	Medium	Pagbilao	Pagbilao East	1	1	8
	Large	Pagbilao	Malicboy East	1	1	8
	Mega	Pagbilao	Pagbilao Central ES	1	1	8
2 nd Congressional District	Small	Candelaria	Mayapyap ES	1	1	8
	Medium	Candelaria	Mangilag Norte	1	1	8
	Large	Tiaong	Tiaong ES	1	1	8
	Mega	Tiaong	Claro M. Recto Memorial CS	1	1	8
3 rd Congressional District	Small	Agdangan	Salvacion ES	1	1	8
	Medium	Unisan	Kalilayan ES	1	1	8
	Large	Unisan	Unisan Central	1	1	8
	Mega	Agdangan	Agdangan Central ES	1	1	8
4 th Congressional District	Small	Atimonan	Caridad Ilaya	1	1	8
	Medium	Atimonan	Balubad IS	1	1	8
	Large	Plaridel	Plaridel Central	1	1	8
	Mega	Atimonan	Atimonan Central ES	1	1	8
Total				16	16	128

The data further showed that there are sixteen (16) School heads, sixteen (16) GAD Coordinators and one hundred twenty-eight (128) teachers in the Division of Quezon distributed geographically. The respondents were chosen because of their connection to the study. Their participation was highly needed to perform this study successfully.

Research Instrument

A researcher-made survey questionnaire was used in the collection of data. The survey instrument was divided into four (4) parts. Part I was a set of self-devised questionnaires patterned after the Gender Mainstreaming Evaluation Tool and HGDG guidelines (2016), it was used by the Philippine Commission on Women (PCW) to assess the implementation of GAD programs and projects in the Philippines. Part II addressed the difficulties faced throughout the implementation of GAD projects and programs, employing a Likert Scale to assess the degree of statements. Part III includes a checklist of activities that respondents must take to resolve the issues faced in the implementation of GAD initiatives and projects. Part IV includes a self-assessment instrument for determining the effectiveness of gender and development GAD programs and projects.

The Rocafor (2014) study used a Likert scale questionnaire to identify their responses. It was used to determine and construct a GAD intervention program,

with some of the statements changed to match the study's requirements.

Data Gathering Procedure

Before conducting the actual study, the researcher had sought permission through formal communication asking for approval of DepEd SDO authorities and concerned teachers for the conduct of the study. Upon validation of the instrument and endorsement of the DepEd SDO, the survey questionnaire was administered in two ways - online and offline.

The distribution and retrieval of the instrument were done personally with the help of the public school heads concerned for the far-flung areas where internet connections are unavailable. Meanwhile, for schools that have a good internet connection and proper devices for answering the online survey, a link to the Google form was sent to the target respondents. After the online and offline retrieval of survey responses, the data was collated and subject to appropriate statistical measures. Then, based on the data gathered, it was interpreted in line with the objectives of the study.

Furthermore, the relationship between the variables were also examined. The results of the study lead to a Gender and Development Intervention Program.

Results and Discussion

This chapter presents the significant results of the study based on the gathered data from the survey questionnaire. It likewise gives the corresponding analyses and interpretations which are supported by relevant and related readings of literature and studies to address the problems and challenges in this study.

Extent of Implementation of Gender and Development Programs and Projects

Table 2.1. *Extent of Implementation of Gender and Development Programs and Projects as to Policy*

<i>Indicators</i>	<i>Mean</i>
1. Issuance of the Localized GAD PAPs, planning and budgeting.	4.700
2. Review and collection of Sex disaggregated Data Base	4.475
3. The school issued policies reflecting its interest for gender mainstreaming	4.456
4. School integrated GAD perspective in its Vision, Mission and Goals	4.244
5. Policies of the School are gender fair	4.506
6. Established GAD policy/policies resulted in bridging gender gaps of its clients	4.481
7. Integration on GAD perspective and policies in its organizational plans.	4.619
8. The school organization have model and framework on GAD Standard policies.	4.600
9. Issuance of objectives that reflect to its support for GAD-related activities	4.656
10. Established format thru policies for the standard Framework	4.656
Grand Mean	4.539

Table 2.1 presents the extent of implementation of gender and development programs and projects as to policy. Specifically, the results showed that the level of implementation of GAD Programs and projects in terms of the policy is highly-implemented as all of the indicators are verbally described as most implemented. As what can be gleaned from the table, the results showed that the indicator “Issuance of the Localized GAD PAPs, planning and budgeting” got the highest mean as the most implemented GAD program and project in terms of the policy as supported by a mean value of 4.700 which is verbally described as most implemented. The “Issuance of objectives that reflect its support for GAD-related activities” and “Established format thru policies for the standard Framework” were regarded as the most implemented with a mean value of 4.656. Hence, “Integration on GAD perspective and policies in its organizational plans” also attained the most implemented programs and projects with a mean value of 4.619. “The School organization has model and framework on GAD Standard policies” belongs to the most implemented programs and projects in terms of policy which are evidenced by a mean of 4.600. “Policies of the School are gender fair”, the results show that it is one of the most implemented programs and projects with a mean of 4.506. Thus, the school’s “Established GAD policy/policies resulted in bridging gender gaps of its clients” attained 4.481 means that resulted with the most implemented program as to policy. Findings implied that the schools are up-to-date when it comes

to the review of Sex disaggregated data of every School to monitor and descry the priorities of the GAD Programs and projects. Likewise, the “Review and Collection of Sex disaggregated Data Base” attained the most implemented program and projects got a mean of 4.475.

The findings implied that “the School issued policies reflecting its interest for gender mainstreaming,” also attained as the most implemented program and project extent with a 4.456 mean value. It implies that many schools issue their policies for the gender mainstreaming of the GAD programs and projects as to their policy.

The result further indicated that the indicator “School integrated GAD perspective in its Vision, Mission and Goals” obtained the lowest extent on the most implemented program and project as to policy with a mean value of 4.244.

Overall, the extent of implementation of gender and development programs and projects of the respondents obtained a mean of 4.539 which is verbally described as the most implemented. Generally, this implies that the implementation of policy in the Division of Quezon Province is well-managed and accomplished.

It can be illustrated by the literature that explains how GAD projects and programs have been successfully implemented in schools and other organizations to achieve gender equity.

Furthermore, Mangila and Perigo's study (2020) emphasizes that to create a gender-responsive environment, the schools must review and improve their current GAD policies as well as how they are created, disseminated, and put into practice, taking into account the active participation of the GAD focal persons, who are deemed essential to the overall success of the GAD program implementation.

Table 2.2. *Extent of Implementation of Gender and Development Programs and Projects as to People*

<i>Indicators</i>	<i>Mean</i>
1. The school have designated in strategic positions as members of GAD Focal Point System (GFPS).	4.756
2. GFPS are allowed to participate and attend various gender related trainings and orientation.	4.800
3. School GFPS directs the implementation of the GAD Plan and Budget.	4.781
4. The GFPS integrates the PPAs to the needs and issues of the school.	4.769
5. GFPS members develop tools and/or knowledge products (KPs) on GAD	4.694
6. The Top management raise concerns and monitors the meetings and discussions as GAD Experts.	4.725
7. GAD Focal Point System (GFPS) members able to serve as GAD resource persons within the organization, including its regional offices and attached agencies.	4.706
8. School have utilized sex-disaggregated data (SDD) and/ or gender statistics for gender analysis (GA) to enhance the organization's GAD PAPs	4.613
9. Schools have the power to coherent their gender needs/issues in the development of the organization's GAD PAPs	4.681
10. Client and organizational focused are being prioritized in imposing GAD PAPs.	4.719
Grand Mean	4.724

Table 2.2 presents the extent of the implementation of gender and development programs and projects for people. Specifically, the results from the indicator showed that the Schools “GFPS are allowed to participate and attend various gender-related pieces of training and orientation” which got the highest mean as the most implemented GAD programs and projects in terms of people as supported by a mean value of 4.800 which got a result as most implemented. Hence, it is true that in the Division of Quezon, Gender and development pursue the goals to equal opportunities for both men and women. When assured thru the same opportunity, and desire, to get admission to resources, women's participation in society and the economy multiply the capacity of all for sustainable economic growth and social development (UN ESCAP). The “School GFPS directs the implementation of the GAD Plan and Budget” is also regarded as the most implemented with a mean value of 4.781. Hence, the “GFPS members develop tools and/or knowledge products (KPs) on GAD” also attained the most implemented programs and projects with a mean value of 4.769. Further, “The school have designated in strategic positions as members of GAD Focal Point System (GFPS)” belongs to the most implemented programs and projects in terms of people with a mean of 4.756. “The Top management raises concerns and monitors the meetings and discussions as GAD

Experts” The results show that it is one of the most implemented programs and projects with a mean of 4.725. The schools’ “Client and organizational focused are prioritized in imposing GAD PAPs” attained 4.719 means with interpretation as the most implemented program. Indicator no. 7, “GAD Focal Point System (GFPS) members able to serve as GAD resource persons within the organization, including its regional offices and attached agencies” resulted in most implemented programs and projects as to policy with a mean value of 4.706. Findings implied that the school members of gad focal develop tools to employ gender equality for all such as materials that descry a gender-responsive environment, as “GFPS members develop tools and/or knowledge products (KPs) on GAD” attained as most implemented program and projects which got a mean of 4.694. Consequently, indicator no. 9 implies that “Schools have the power to coherent their gender needs/issues in the development of the organization’s GAD PAPs” has attained as most implemented program and project extent with a 4.681 mean value.

The result further indicated that the indicator “School has utilized sex-disaggregated data (SDD) and/ or gender statistics for gender analysis (GA) to enhance the organization’s GAD PAPs” obtained the lowest extent on the most implemented program and Project as to people with a mean value of 4.613.

Overall, the extent of implementation of gender and development programs and projects of the respondents obtained a mean of 4.724 with a description as the most implemented. Overall, this implies that the implementation of people involved in the Division of Quezon Province is well managed and that all people involved in the programs are participating in the process of the execution.

Furthermore, the Duma (2022) study shows that to improve gender mainstreaming, schools should begin exploratory activities with PCW or other agencies, institutions, and persons. They should also consider building other supportive structures to aid in gender perspectives.

The Council of Europe (2015) offers a further explanation for the findings by pointing out that when people see gender mainstreaming to be relevant to their jobs, they are more likely to put it into practice. To maintain the implementation of gender mainstreaming, people must get ongoing assistance. For example, they must access relevant gender training, tools, and other resources to gain and contribute.

Table 2.3. *Extent of Implementation of Gender and Development Programs and Projects as to Enabling Mechanisms*

Indicators	Mean
1. GFPS utilized 70% or more of its total budget to implement GAD PAPs.	4.819
2. School partnered with agencies/ LGUs, institutions and/or individuals towards the strategic implementation of its GAD PAPs.	4.650
3. School have established functional GAD mechanisms.	4.763
4. Reconstituted GAD Focal point system in accordance with Magna Carta of Women Implementing Rules and Regulations (MCW IRR) Sec. 37-C and other pertinent policies.	4.738
5. School initiated exploratory GAD activities with the PCW and other institutions to facilitate gender mainstreaming.	4.588
6. Collection of gender information to enhance M&E system	4.619
7. School M&E system able to track the desired gender-related impacts of its GAD PAPs on clients	4.675
8. School GAD Focal Point System are recognized or awarded as a model GAD mechanism by reputable institutions/organizations.	4.513
9. Knowledge Management (KM) system of the school integrated with GAD and replicated by other organizations	4.606
10. Utilized 100% GAD Budget to implement GAD PPAs.	4.594
Grand Mean	4.656

Table 2.3 illustrates the extent of implementation of gender and development programs and projects as to enabling mechanisms. As shown from the table, results show that the indicator indicates that the “GFPS utilized 70% or more of its total budget to implement GAD PPAs” which got the highest mean as the most implemented GAD PPAs in terms of enabling mechanisms as supported by a mean value of 4.819 which interpreted as most implemented. The “School have established functional GAD mechanisms” is also regarded as the most implemented but with a lower mean value of 4.763. Hence, the enabling mechanisms program and project of GAD that “Reconstituted GAD Focal point system under Magna Carta of Women Implementing Rules and Regulations (MCW IRR) Sec. 37-C and other pertinent policies” has also attained the most implemented programs and projects with the mean value of 4.738. Further, the “School

M&E system able to track the desired gender-related impacts of its GAD PAPs on clients” belongs to the most implemented programs and projects in terms of people with a mean of 4.675. Thus, the “School partnered with agencies/ LGUs, institutions and individuals towards the strategic implementation of its GAD PAPs”, shows that it is one of the most implemented programs and projects but with a lower mean value of 4.650. Thus, the school enabling mechanism on “Collection of gender information to enhance M&E system” attained 4.619 means with an interpretation as the most implemented program. Likewise, the “Knowledge Management (KM) system of the School integrated with GAD and replicated by other organizations” resulted in the most implemented programs and projects with a mean value of 4.606. Findings implied that the schools in the Division of Quezon utilized their GAD Budget for their programs and projects, indicator no. 10 denotes that they have “Utilized 100% GAD Budget to implement GAD PPAs” attained as most implemented program and projects which got a mean of 4.594.

Consequently, indicator no. 8 implies that “School initiated exploratory GAD activities with the PCW and other institutions to facilitate gender mainstreaming” has attained as most implemented program and project extent with a 4.588 mean value.

The result further indicated that the indicator “School GAD Focal Point System is recognized or awarded as a model GAD mechanism by reputable institutions/organizations” obtained the lowest extent on the most implemented program and Project as to people with a mean value of 4.513. Similarly, this determines that not all schools have recognized a model of GAD mechanisms.

Overall, the extent of implementation of gender and development programs and projects of the respondents obtained a mean of 4.656 interpreted as the most implemented. Generally, this implies that enabling mechanisms execution involved by the Division of Quezon province is well managed and accomplished since the implementation of GAD programs and projects has utilized its budget and other linkages to partnerships.

Furthermore, to properly promote gender-related efforts, the respondents have reportedly already tried to form alliances and connections with many community stakeholders, including the government, civil society, and donors, according to the study by Mangila and Perigo (2020).

Wambeti (2016) advised having these tactics to enable

sustained resource mobilization, which acts as the enabling mechanisms to achieve gender mainstreaming: creating capacity, educating, disseminating, and claiming ownership.

Table 2.4. *Extent of Implementation of Gender and Development Programs and Projects as to Programs, Projects, and Activities (PPAs)*

Indicators	Mean
1. Consulted activities with clients to identify gender issues and corresponding strategies	4.513
2. Conducted GAD Related activities such as gender sensitivity training to observe gender related issues.	4.319
3. The school have set up GAD Corner.	4.400
4. Reviewed and revised existing IEC materials and Knowledge Products to ensure use of gender-fair language and images	4.588
5. School used Gender Analysis (GA) tools and techniques in the review, enhancement or development of PAPs	4.494
6. Capacitate and sustained the GAD capacity development of its school and internal clients	4.513
7. Organization developed a sustainability action plan and impact evaluation for its GAD PAPs	4.500
8. School partnership with stakeholders resulted in a convergence model that is recognized and replicated by other organizations.	4.406
9. Regularly apply gender analysis (GA) tools to assess gender-responsiveness of programs/activities/ projects (PAPs).	4.138
10. Conducted deepening sessions on GAD based on the results of the updated GAD policies and tools as part of the continuing capacity development of GAD Focal Point System (GFPS) and concerned staff members.	4.400
Grand Mean	4.427

Table 2.4 illustrates the extent of implementation of gender and development programs and projects as programs, projects, and activities. From what can be shown from the table, results show that the indicator indicates that the “Reviewed and revised existing IEC materials and Knowledge Products to ensure the use of gender-fair language and images” which got the highest mean as the most implemented GAD program and project in terms of programs, activities, and projects with a mean value of 4.588 which interpreted as most implemented. The “Consulted activities with clients to identify gender issues and corresponding strategies” and “Capacitate and sustain the GAD capacity development of its school and internal

clients” have a mean value of 4.513 and are verbally interpreted as most implemented as to programs, activities, and projects. Hence, the “Organization developed a sustainability action plan and impact evaluation for its GAD PAPs” also attained the most implemented programs and projects with a mean value of 4.500. Further, “School used Gender Analysis (GA) tools and techniques in the review, enhancement or development of PAPs” belongs to the most implemented programs and projects as to PPAs but with a lower mean value of 4.494. When it comes to “School partnership with stakeholders resulted in a convergence model that is recognized and replicated by other organizations” the result is the most implemented program and project shows a mean of 4.406. Thus, the schools “The school has set up GAD Corners” and “Conducted deepening sessions on GAD based on the results of the updated GAD policies and tools as part of the continuing capacity development of GAD Focal Point System (GFPS) and concerned staff members” have both attained 4.400 means that resulted as most implemented program as to PPAs. Likewise, the schools have “Conducted GAD Related activities such as gender sensitivity training to observe gender-related issues” as a result of most implemented programs and projects got a mean of 4.319.

On the other hand, the result from indicator no. 9 indicates that “School integrated GAD perspective in its Vision, Mission, and Goal Regularly apply gender analysis (GA) tools to assess gender-responsiveness of programs/activities/ projects (PAPs)” obtained the lowest extent as more implemented program and project with a mean value of 4.138.

Overall, the extent of implementation of gender and development programs and projects of the respondents obtained a mean of 4.427 with an interpretation as the most implemented.

Generally, this denotes that the implementation of programs, activities, and projects involved in the Division of Quezon province is well managed and accomplished since the implementation of GAD programs and projects has utilized its budget and other linkages to partnerships.

Delavin (2021) explains that gender-sensitive projects and programs include gender-aware stakeholders, gender-specific target groups, and beneficiaries, as well as clearly defined coordination, management, and financing systems. Identical possibility policies, gender-balanced human resource management, and gender budget initiatives make up the preparations for a project promoting gender equality. A monitoring and

evaluation system is also included (to support performance management).

Furthermore, it is made clear in the study by Mangila and Perigo (2020) that GAD PPAs have already an effort to form alliances and connections with the various community stakeholders, including the government, civil society, and donors, to support their initiatives relating to gender.

Challenges Encountered on the Implementation of Gender and Development Programs and Projects

Table 3.1. *Challenges Encountered on the Implementation of Gender and Development Programs and Projects as to Policy*

<i>Indicator</i>	<i>Mean</i>
Policy	
1. Lack of knowledge about the importance of issuances of Policies.	3.244
2. Unstructured GFPS to support the implementation of gender mainstreaming	3.219
3. Objectives on gender related activities and policies are partial.	3.019
4. Unestablished Format for GAD policies	2.900
5. Insufficient knowledge on gender integration for its vision and mission.	2.881
Grand Mean	3.053

Table 3.1 presents the challenges encountered by the respondents regarding the implementation of gender and development programs as to policy. As can be seen from the table, the result shows that “Lack of knowledge about the importance of issuances of Policies” obtained the highest mean value of 3.244 with a mean that the schools encountered Serious Challenges as many of the schools do have not have enough knowledge on policies and its importance. The schools also faced a moderately serious challenge on “Unstructured GFPS to support the implementation of gender mainstreaming” which is a common problem and challenge as evidenced by a mean value of 3.219. Moreover, the result also shows that the schools faced a moderately severe challenge on the “Objectives on gender-related activities and policies are partial” as

shown by the mean value of 3.019 which meant that it is a challenge that they encountered. Also, the indicator indicates that the “Unestablished Format for GAD policies” is a serious challenge that the school has met in the implementation of programs and projects with an evidenced mean value of 2.900.

Hence, the result further indicated that the indicator “Insufficient knowledge on gender integration for its vision and mission” obtained the lowest mean value of 2.881 because of that, the integration of the vision and mission faced a moderately serious challenge that they encountered implementing the gad programs and projects.

Overall, Challenges Encountered in the Implementation of Gender and Development Programs and Projects as to Policy obtained a mean of 3.053 interpreted as a moderately severe challenge. Generally, this implies that the implementation of policy involved in the Division of Quezon province has encountered challenges in implementing GAD programs and projects.

Also, it appears from the Study of Duma (2022) that insufficient commitment from the top-down to the institution, policy translation, and behaviors have an impact on the execution of programs and projects.

To implement GAD projects and programs, schools should be capable of integrating a gender perspective into all policies. They should also work within institutional frameworks that are gender-blind. The Division of Quezon School heads, GAD coordinators, and GFPS members all deal with these issues.

Table 3.2. *Challenges Encountered on the Implementation of Gender and Development Programs and Projects as to People*

<i>Indicator</i>	<i>Mean</i>
People	
1. The school have no assigned and no designated GAD focal point system	3.006
2. GFPS have no proper orientation to implement GAD Projects and programs	2.688
3. School have not utilized Sex Disaggregated Data (SDD)	3.069
4. Lack of Support from the Internal and External Client.	3.081
5. Higher officials have not sustained in raising concerns and actions because of the restrictions.	3.081
Grand Mean	2.985

Table 3.2 shows the challenges encountered by the respondents regarding the implementation of gender and development programs along people. From what can be seen from the table, results show that the indicator indicates the “Lack of Support from the Internal and External Client” and “Higher officials have not sustained in raising concerns and actions because of the restrictions” Both obtained the highest mean value of 3.081 which means that the schools encountered moderately serious challenge on the involvement of people on the implementation of Programs and projects. “Schools have not utilized Sex Disaggregated Data (SDD)” is a moderately serious challenge encountered by the schools in implementing programs as evidenced by a mean value of 3.069. Moreover, the result also shows that “The school has no assigned and no designated GAD focal point system” and it includes as moderately serious challenges and has a mean value of 3.006 which meant that it is a problem and challenge they have encountered.

Also, the result indicates that “GFPS have no proper orientation to implement GAD Projects and programs” obtained the lowest mean value of 2.688 and it includes a moderately serious challenge in

implementing the gad programs and projects as more schools have no orientation and proper guidance on how to implement those programs.

Generally, Challenges Encountered in the Implementation of Gender and Development Programs and Projects as to Policy obtained a mean of 3.053 interpreted as a moderately serious challenge. Overall, this implies that the implementation of people involved in the Division of Quezon Province had faced challenges in implementing GAD programs and projects.

Furthermore, the Study of Pulmano (2016) supported that among the most pressing issues encountered during the implementation were the lack of staff and facilities, the non-availability of items or permanent positions for the staff, and the focal person's lack of knowledge about GAD. Other issues included the lack of management support, uncooperative faculty, staff, and students, the absence of links, and the lack of willingness of the body of workers and coordinators to put it into practice.

Thus, the schools must employ platforms to organize and disaggregate data to use and carry out GAD projects and programs. The GAD coordinators, GFPS members, and school heads in the Division of Quezon all deal with these issues and difficulties.

Table 3.3. *Challenges Encountered on the Implementation of Gender and Development Programs and Projects as to Enabling Mechanisms*

<i>Indicator</i>	<i>Mean</i>
Enabling Mechanisms	
1. Difficulty to utilize all the allotted budget to implement GAD PPAs	3.075
2. Insufficient Transaction of GFPS and other LGU, organizations and institutions	3.138
3. Inactive school M&E that tracks all GAD related programs	3.169
4. Unable to collect GAD related information to improve School M&E because of the pandemic	3.206
5. Trouble to established GAD Functional mechanisms	3.194
Grand Mean	3.156

Table 3.3 presents the challenges encountered by the respondents regarding the implementation of gender and development programs as enabling mechanisms. As can be seen from the table, the results showed that “Unable to collect GAD-related information to improve School M&E because of the pandemic” obtained the highest mean value of 3.206 which means that the schools encountered moderately serious challenges collecting data because we cannot deny that pandemic has affected us in improving school monitoring and evaluating school implementation. The schools also faced moderately serious challenges on “Trouble to established GAD Functional mechanisms” and has a mean value of 3.194. Likewise, the result also shows that the schools also faced a moderately serious challenge on the “Inactive school M&E that tracks all GAD-related programs” with a mean value of 3.169 which meant that it is problems and challenges that they encountered. Also, the indicator indicates that “Insufficient Transaction of GFPS and other LGU, organizations and institutions” is a moderately serious challenge that the School has encountered in implementing programs and projects with an evidenced mean value of 2.138.

Hence, the result further indicated that the indicator “Difficulty to utilize all the allotted budget to implement GAD PPAs” obtained the lowest mean value of 3.075 because of the pandemic, Schools have faced many restrictions on how to utilize the budgets for gad programs and projects.

Overall, Challenges Encountered in the Implementation of Gender and Development Programs and Projects as to Enabling mechanisms obtained a mean of 3.156 interpreted as a moderately severe challenge. Generally, this implies that implementing enabling mechanisms involved in the Division of Quezon province had met challenges in implementing GAD programs and projects.

According to the Study of Duma (2022), schools should employ strategies to emphasize the beginning of exploratory activities with the PCW or other agencies, institutions, and people to facilitate gender mainstreaming, the establishment of other enabling mechanisms to support gender mainstreaming, the institutionalization of the sex-disaggregated database, and collection of gender information to improve M&E system. Hence, the School heads, GAD coordinators, and GFPS members in the Division of Quezon experience all these issues and difficulties.

Table 3.4. *Challenges Encountered on the Implementation of Gender and Development Programs and Programs, Projects, and Activities (PPAs)*

<i>Indicator</i>	<i>Mean</i>
Programs, Activities and projects	
1. Unable to put up a GAD Corner	3.081
2. Because of the restricted protocols, some of the GAD projects and programs are unable to conduct	3.244
3. Insufficient data to developed and sustain Gender mainstreaming plan for GAD PAPs	3.075
4. Difficulty to regulate the use of Gender Analysis tools to assess gender related PAPs	3.144
5. Lack of support from other stakeholders in conducting GAD PAPs	3.150
Grand Mean	3.139

Table 3.4 presents the challenges encountered by the respondents regarding the implementation of gender and development programs as to policy. As can be seen from the table, the results showed that “Because of the restricted protocols, some of the GAD projects and programs are unable to conduct” obtained the highest mean value of 3.244 which means that the schools encountered moderately serious challenges in the implementation of Programs and projects in terms of programs, activities, and projects. The schools also faced a serious challenge in that “Lack of support from other stakeholders in conducting GAD PAPs” is a common problem and challenge as evidenced by a mean value of 3.150. Moreover, the result also shows that the schools faced a moderately serious challenge in the “Difficulty to regulate the use of Gender Analysis tools to assess gender-related PPAs” with a mean value of 3.144 which means that the challenges that they encountered. Also, the indicator indicates that “Unable to put up a GAD Corner” is a moderately serious challenge that the school had met in implementing programs and projects with an evidenced mean value of 3.081.

Hence, the result further indicated that the indicator “Insufficient data to developed and sustain Gender mainstreaming plan for GAD PAPs” obtained the lowest mean value of 3.075 which means that there is a need to use a plan on gender mainstreaming for GAD programs, activities, and projects.

Overall, Challenges Encountered in the Implementation of Gender and Development Programs and Projects obtained a mean of 3.139 interpreted as a moderately severe challenge. Generally, this implies that the implementation of PPAs involved in the Division of Quezon province had faced challenges in implementing GAD programs and projects.

Therefore, the schools cooperate with top management and gather sufficient data to implement programs and projects. Challenges are encountered by the School heads, GAD coordinators, and GFPS members in the Division of Quezon.

Significant relationship between the extent of the implementation and the challenges encountered by the respondent in the implementation of GAD Programs and Projects

Table 4. Significant relationship between the extent of the implementation and the challenges encountered

Variables		Correlation (R)	Total Variation (R squared)	Significance (p value)
Implementation (Policy)	Challenges (Policy)	0.368	0.135	0.001
Implementation (People)	Challenges (People)	0.522	0.273	0.001
Implementation (Enabling Mechanisms)	Challenges (Enabling Mechanisms)	0.482	0.233	0.001
Implementation (PPAs)	Challenges (PPAs)	0.343	0.117	0.001

Table 4 displays the correlation computed between gender and development implementation and problems and challenges encountered in four key areas. The results indicated that all of the four correlations, it indicates with significant relationships wherein policy $r = .368$, $p = .001$, attain significant relationship, as well as people. $r = .522$, $p = .001$, with a significant relationship. Likewise, the existence of a significant relationship between the implementation and problem and challenges encountered in Enabling Mechanisms $r = .482$, $p = .001$, with a significant relationship also the correlation in PPAs wherein $r = .343$, $p = .001$, with a significant relationship.

The existence of a significant relationship between the implementation and problem and challenges encountered from the variables implies that as the implementation of the GAD Programs and projects, challenges also rises.

Hence, this further means that the extent of

implementation of GAD programs and projects and problems and challenges encountered by the schools had a specific relationship with the variables.

It indicates that, as further described by the research Pulmano (2016), the GAD program implemented, the administration's support for the program was clear but insufficient to affect changes in the academic community that would make it gender-responsive. Institutional processes were established, and focus individuals were identified under international and national rules, but the evidence is insufficient to support the implementation process.

Action taken to address the challenges

Table 5.1. Action taken on the encountered Challenges in the implementation of Gender and Development Projects and Programs as to Policy

Challenges Encountered	Action Taken	Mean
A. Policy		
1. Lack of knowledge about the importance of issuances of Policies.	1. Conduct a LAC session or training on the issuances of policies and its importance to be well-informed enough on policies for GAD.	3.663
2. Unstructured GFPS to support the implementation of gender mainstreaming	2. Create a harmonious relationship with the teachers to create a GFPS that will help in planning and crafting GAD programs and projects.	
3. Objectives on gender related activities and policies are partial.	3. Form the objectives for gender related policies that will implement in school.	3.700
4. Unestablished Format for GAD policies	4. Institute the format for gender related policies that will anchor and will be used in school for every programs and projects.	3.613
5. Insufficient knowledge on gender integration for its vision and mission.	5. Orient the teachers and GFPS on the vision and mission to have better understanding on gender and development integration.	
Grand Mean		3.669

Table 5.1 shows the action taken by the respondents to address the challenges to the policy. As can be seen from the table, the results showed that all of the

indicators attained moderately severe challenges on all the statements regarding how they addressed the problems they encountered. The results from “Form the objectives for gender-related policies that will implement in school” was highly employed which was the foremost action taken to address challenges on a policy as shown by the mean value of 3.700. The results also stated that the action they have taken was mostly employed including, “Orient the teachers and GFPS on the vision and mission to have a better understanding of gender and development integration.” (mean value of 3.688), “Create a harmonious relationship with the teachers to create a GFPS that will help in planning and crafting GAD programs and projects” (mean value of 3.681), and “Conduct a LAC session or training on the issuances of policies and its importance to be well-informed enough on policies for GAD” (mean value of 3.663).

Similarly, the indicator “Institute the format for gender-related policies that will anchor and will be used in school for every program and project” obtained the lowest mean value of 3.613. These findings implied that the lower mean values for the indicators mean that these actions may have already been in place and the respondents have been doing this to address the challenges encountered. Overall, results show that the action taken was highly employed on doing those actions to address the challenges in implementing GAD programs and projects as to policy as it got an evidenced grand mean of 3.669.

According to Mehra and Gupta (2006), implementing policies is compared to a complicated network with crucial variables that influence the course that implementation may take. Many sets of guidelines to ensure policy implementation has been produced, as a result of the growing recognition and relevance of policy implementation.

Furthermore, Beveridge and Nott (2002) found that tackling gender inequality requires mainstreaming at a deeper structural level, acknowledging gender biases in current policies, and addressing their role in perpetuating gender differences. It has been accomplished through reforming the policy-making procedures, which will force and enable ordinary policy-makers to include a perspective on gender equality in their policies.

Table 5.2. Action taken on the encountered Challenges in the implementation of Gender and Development Projects and Programs as to People

Challenges Encountered	Action Taken	Mean
B. People		
1. The school have no assigned and no designated GAD focal point system	1. Assigned the GFPS and designate with different functions for gender and development programs and projects to be operationally organize.	3.725
2. GFPS have no proper orientation to implement GAD Projects and programs	2. Conduct frequent gender sensitivity trainings for the GFPS to clearly descry on the proper implementation of gender related programs and projects.	3.756
3. School have not utilized Sex Disaggregated Data (SDD)	3. The school have created an accessible format to establish the SDD that provides complete data and information on the possible client and issues.	3.744
4. Lack of Support from the Internal and External Client.	4. Conduct a partnership with private individual or non-government organization to support the gender and development programs and projects.	3.725
5. Higher officials have not sustain to raise concerns and actions because of the restrictions.	5. Report the issues and concerns to the top management and submit a monitoring and evaluation tool and gender analysis for them to raise their concerns and make means.	3.663
Grand Mean		3.723

Table 5.2 shows the action taken by the respondents to address the problems and challenges of people. As can be gleaned from the table, the results showed that all of the indicators attained moderately serious challenges from the indicators on how they addressed the challenges encountered. Out of all the indicators, the results were highly employable on the “Conduct frequent gender sensitivity training for the GFPS to descry on the proper implementation of gender-related programs and projects” which is the foremost action taken to address challenges on people that as shown by the mean value of 3.756. The results also showed that the action taken was highly employed when “The school has created an accessible format to establish the SDD that provides complete data and information on the possible client and issues” with a mean value of 3.744. Also, the indicator no. 1 and no. 4 both have the same mean value of 3.725, as it indicates that schools have “Assigned the GFPS and designate with different functions for gender and development programs and projects to be operationally organized” and “Conduct a partnership with a private individual or non-government organization to support the gender and

development programs and projects” as it also has results of highly employed from the action taken.

Similarly, the indicator “Institute the format for gender-related policies that will anchor and will be used in school for every program and project report the issues and concerns to the top management and submit a monitoring and evaluation tool and gender analysis for them to raise their concerns and make means” obtained the lowest mean value of 3.663 from the action taken on the challenges encountered from the gad programs and projects implementation.

Overall, results show that the action taken with highly employed implied doing those actions to address the challenges as to people as it got an evidenced grand mean of 3.723.

Moreover, UNDP (2023) asserts that interventions aid in the abolition of poverty through social safety nets, encouragement of political participation, and the availability of resources such as water, energy, food, healthcare, credit, and assets. Whether it's top-notch art or peace and justice, our Signature Solution to poverty permeates all of our SDG paintings.

Table 5.3. *Action taken on the encountered Challenges in the implementation of Gender and Development Projects and Programs as to Enabling Mechanisms*

<i>Challenges Encountered</i>	<i>Action Taken</i>	<i>Mean</i>
C. Enabling Mechanisms		
1. Difficulty to utilize all the allotted budget to implement GAD PPAs	1. Maximize in conducting school-based programs and projects to utilize the allotted budget for gender and development.	3.731
2. Insufficient transaction of GFPS and other LGU, organizations and institutions	2. Invite the clients and submit the concerns and issues on gender and development to continue the ample transactions for the programs.	3.781
3. Inactive school M&E that tracks all GAD related programs	3. Make an effort together with the concern individual to uphold the monitoring and evaluation for GAD Programs.	3.756
4. Unable to collect of GAD related information to improve School M&E because of the pandemic	4. Use an online platform in collecting the data for easy and accessible form to collect.	3.706
5. Trouble to established GAD Functional mechanisms	5. Conduct a capacity building in understanding the mechanisms to know the budget and fund systems in conducting gender related programs.	3.619
Grand Mean		3.719

Table 5.3 shows the action taken by the respondents to address the challenges as to enabling mechanisms. As can be seen from the table, the results showed that all of the indicators attained moderately serious challenges on all the indicators on how they addressed the problems they encountered. It resulted that, “Invite the clients and submit the concerns and issues on gender and development to continue the ample transactions for the programs” was highly employed which was the foremost action taken to address challenges on enabling mechanism that shown by the mean value of 3.781. The results also stated that the action they have taken all include the highly employable statement “Make an effort together with the concerned individual to uphold the monitoring and evaluation for GAD Programs” (mean value of 3.756), “Maximize in conducting school-based programs and projects to utilize the allotted budget for gender and development” with a mean of 3.731, and “Use an online platform in collecting the data for an easy and accessible form to collect” with a mean value of 3.706.

Similarly, the indicator “Conduct a capacity building in understanding the mechanisms to know the budget and fund systems in conducting gender-related programs” obtained the lowest mean value of 3.619. These findings implied that the lower mean values for the indicators mean that these actions may have already been in place and the respondents have been doing this to address the challenges encountered.

Overall, results show that the statements were highly employed in doing those actions to address the challenges in the terms of implementing GAD programs and projects as to enabling mechanisms as it got an evidenced grand mean of 3.719.

Table 5.4. *Action taken on the encountered Challenges in the implementation of Gender and Development Projects and Programs as to Programs, Projects, and Activities (PPAs)*

<i>Challenges Encountered</i>	<i>Action Taken</i>	<i>Mean</i>
D. Programs, Activities and projects		
1. Unable to put up a GAD Corner	1. Conduct a systematic planning to put up projects such as GAD Corner in school.	3.656
2. Because of the restricted protocols, some of the GAD projects and programs are unable to conduct	2. Find ways to adjust the GAD PAPs to conduct and implement them despite of the restrictions	3.788
3. Insufficient data to developed and sustain Gender mainstreaming plan for GAD PAPs	3. Inform on the usage of the valid and manageable data form to sustain gender mainstreaming plan.	3.688
4. Difficulty to regularly use Gender Analysis tools to assess gender related PAPs	4. The school make sure to regularly uses gender mainstreaming and analysis tools to assess gender related programs	3.725
5. Lack of support from other stakeholders in conducting GAD PAPs	5. With proper communication and partnership with the internal and external clients, school were provided much support and assistance on the implementation of GAD PAPs	3.775
Grand Mean		3.726

Figure 14. .

Table 5.4 shows the action taken by the respondents to address the challenges as to programs, projects, and activities. As can be gleaned from the table, the results showed that all of the indicators attained a moderately serious challenge on all the indicators on how they addressed the problems they encountered. Out of all the statements, it stated that “Find ways to adjust the GAD PPAs to conduct and implement them despite the restrictions” was highly employed which was the

foremost action taken to address problems and challenges on programs, projects, and activities that as shown by the mean value of 3.788. The actions taken were highly employable with indicators that indicate “With proper communication and partnership with the internal and external clients, the school was provided much support and assistance on the implementation of GAD PPAs” with a mean value of 3.775. Also, the indicator indicates that schools have “The school make sure to regularly uses gender mainstreaming and analysis tools to assess gender-related programs” has a mean value of 3.725 and described as highly employable on the action taken from the challenges encountered by the respondents. Also, the “Inform on the usage of the valid and manageable data form to sustain gender mainstreaming plan” actions they have taken were highly employable.

Similarly, the indicator “Conduct a systematic planning to put up projects such as GAD Corner in school” obtained the lowest mean value of 3.656 from the action taken on the challenges encountered on gad programs and projects implementation.

Overall, results show that the action taken implied that it was highly employable in doing those actions to address the challenges to implementing GAD programs and projects as to PPAs as it got an evidenced grand mean of 3.726.

Also, Duma's report from 2022 stated that public schools should take into account the potential behavior of meetings with PCW and other pertinent connections and organizations, as well as every individual involved in promoting gender and development programs and initiatives. Companies should also evaluate and modify their current IEC requirements to ensure the use of gender-neutral imagery and terminology.

Effectiveness of Gender and development programs and projects implementation to the attainment of Gender Responsive school environment

Table 6. *Effectiveness of Gender and Development Projects and Programs implementation*

<i>Indicators</i>	<i>Mean</i>
1. School has attain and sustain the gender conducive and gender responsive environment.	4.750
2. The GAD Projects and programs are well implemented with complete policies and Gender analysis	4.700
3. School clients from internal and external are partners in implementing programs	4.744
4. Learners as well as parents are mindful enough on the importance of being aware on Gender violence and biases	4.650
5. GFPS are experienced on how to properly implement and monitor GAD programs well through the use of the gender tools	4.613
6. Gender and development Plans for the implementation of programs are much more precise and well-executed.	4.669
7. GAD Projects and programs can be easily integrate in the lessons	4.665
8. School understand one's color because of the frequent gender sensitivity training	4.733
9. School are free from biases and violence.	4.683
10. GAD implementers in School have enough knowledge and capacity to implement gender and development projects and programs	4.665
Grand Mean	4.688

Table 6 presents the effectiveness of gender and development programs and projects in the attainment of a gender-responsive school environment. Specifically, the results showed that all indicators show that implementing GAD programs and projects is highly effective. Indicator no. 1 indicates the "School has to attain and sustain the gender conducive and gender-responsive environment" which got the highest mean as the highly effective GAD program and project in terms as supported by a mean value of 4.750. The School clients from internal and external are partners in implementing programs" also regarded as highly effective with a mean value of 4.744. Hence, the "Integration of GAD perspective and policies in its organizational plan School understand one's color because of the frequent gender sensitivity training" is also highly effective on implemented programs and projects with the mean value of 4.733. Further, "The GAD Projects and programs are well implemented with complete policies and Gender analysis" belongs to a highly effective when it comes to the attainment of a gender-responsive school environment which is evidenced by a mean of 4.700. "Schools are free from biases and violence" The results show that it is highly effective with an evidenced mean of 4.683. Thus, the

schools' "Gender and Development Plans for the implementation of programs are much more precise and well-executed" that includes a highly effective that attained 4.669 means and its implementation affects the school gender responsive environment.

The aforesaid findings implied that the schools' implementation of GAD programs and projects is highly effective in achieving gender responsive school environment for all. Likewise, the "GAD Projects and programs can be easily integrated with the lessons" and "GAD implementers in School have enough knowledge and capacity to implement gender and development projects and programs" both attained as highly effective with a mean of 4.665.

The aforesaid findings implied that "Learners, as well as parents, are mindful enough of the importance of being aware of Gender violence and biases" also attained as highly effective with a 4.456 mean value.

The result further indicated that the indicator, "GFPS are experienced on how to properly implement and monitor GAD programs well through the use of the gender tools" obtained the lowest mean value of 4.244 but was also highly effective in attaining a gender-responsive school environment.

Also, a gender-responsive learning environment in the classroom will make it easier for everyone to learn. It indicates that the implementation is very effective in achieving gender equality and a responsive school since the head of the school and the gad coordinators provide the needs and requirements of all students and the school's environment.

Hence, initiatives created to improve gender responsiveness also provide the most convincing evidence for encouraging strategic and long-lasting changes in gender relations. Supporting organizational capacity and every gender lobbying efforts in regional political and social institutions are examples of solutions.

Conclusion

Based on the findings of this study, the researcher arrives at the following conclusions:

1. The extent of implementation of Gender and Development programs and projects in the Division of Quezon province is most implemented in terms of policy, people, enabling mechanism, and the Programs, activities, and projects which connote to

providing gender sensitivity training, utilizing all budget for GAD programs and projects, being fair at all times, using sex-disaggregated data to have a database on the priority in conducting programs and projects and use appropriate assessment tools and monitoring tools in achieving gender-responsive school environment.

2. The school heads, GAD Coordinators, and GFPS members in the Division of Quezon province encountered challenges in the implementation of GAD Programs and projects which include the issuance of policies, knowledge on GAD, linkages, usage of the budgets and M&E that allow monitoring the progress on gender and development.

3. The existence of a significant relationship tells that the implementation of gender and development programs and projects in each entry point is associated with each other hence the hypothesis was rejected.

4. The School Head, GAD Coordinators, and GFPS Member of the Division of Quezon province are addressing the problems and challenges in the implementation of gender and development programs and projects by giving action such as providing sex-disaggregated database, conducting gender and development programs and projects, attending gender sensitivity training, communicating and linkages to the stakeholders and top management and applying appropriate assessment tools.

5. The School Head, GAD Coordinators, and GFPS Member of the Division of Quezon province are describing the effectiveness of the implementation of gender and development programs and projects for instance, the school has attained gender conducive and gender-responsive environment, gender and development can be easily integrated to lessons and provide zero violence and school of free from the stereotype.

6. Proposed gender and development intervention programs will lead to a successful implementation of gender and development programs and projects and the attainment of a gender-responsive environment school.

Based on the findings and conclusions drawn from this study, the following are hereby recommended:

1. Since the Schools Heads and GAD Coordinators give high regard as most implemented in the implementation of Gender and development programs and projects at each entry level as to policy, people, enabling mechanisms, and PPAs, the school administrator must support the implementation of gender and development by using the intervention programs and projects.

2. The GAD Coordinators are primary implementers

and plan the gender and development programs and projects. It is essential to maintain the implementation of gender and development programs and projects to find better ways to utilize the budget and conduct different programs.

3. Since the teachers are core in teaching gender-responsive and conducive environments for learners, it is a requisite for them to focus on applying different strategies and engagement that will integrate gender equality into the lessons and will humidify the different kinds of gender violence in school.

4. It is further recommended that future researchers may study the monitoring and validation of the gender and development programs and projects in school. It is recommended that they conduct further investigations on other factors that will contribute to the implementation of gender and development programs and projects.

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