

Level of Awareness on Gender and Development at Caloocan High School: Basis for Enhanced Development Plan

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ABSTRACT

The purpose of this study was to determine the level of awareness of Caloocan High School teaching personnel in the gender and development program (GAD). The study utilized the descriptive method since it elicited information or data from the respondents using a survey instrument. Two hundred eighty-three 283 teachers of Caloocan High School and their task was to assess the Gender and Development program. The data gathered were tallied, tabulated, and interpreted using the weighted mean and Kruskal Wallis Test.

The findings revealed that the level of awareness of Caloocan High School teachers in the Gender and Development (GAD) program in terms of policy, people, enabling mechanisms, and program, projects, and activities (PPA) are interpreted as “aware”

Based on the findings, an enhanced Gender and Development program was crafted to provide further opportunities for teachers to increase their level of awareness.

Since the researchers made use of teachers in Caloocan High School in a particular school, a set of respondents from other divisions to validate the findings may be taken into consideration for further studies.

Keywords: Gender, Gender and Development, Gender Focal Point System, people, policy, enabling mechanism, program, project, activities.

INTRODUCTION

Despite the implementation of DepEd Order No. 32, issued in 2017 and commonly referred to as the Gender-Responsive Basic Education Policy, with the objectives to promote gender equality and prevent discrimination in the DepEd workplace, there remain instances of gender-related issues.

However, during the implementation, the researcher observed that in relation to the list of common gender issues and GAD mandates based on DM-PHROD-2020-00335 (DepEd Office of the Undersecretary, 2020) and Caloocan High School GAD Accomplishment Report for the year 2021-2022, there are serious problems within Caloocan High School such as the GAD focal point system’s weak capacity, National Women’s month not being known, Safe Space Act in Basic Education is ignored. Gender equity in Disaster Risk Reduction Management (DRRM) within schools is undermined by poor regard for it and while absence of information on GAD-focused teachers and students. School facilities are gender biased as there is no gender-neutral toilet and proper facilities to address the reproductive needs of women and men employees such as lactation rooms and child-minding centers. Educational personnel lacking knowledge about non-

sexist language usage. There is a lack of sex-disaggregated data that will be used in the planning, implementation, and monitoring of programs and projects (PPA). The mismanagement of GAD Clubs implies deep systemic neglect that demands both fundamental changes and an inclusive enlightened future.

In response, several studies asserted the effective implementation of DepEd Order No. 32. S. 2017, highlights the success of the GAD Program within the Department of Education, which seeks to eliminate gender biases, empower girls and women, and challenge societal norms perpetuating gender inequality by integrating gender perspectives into educational policies and practices. The establishment of a consultation mechanism involving teaching and non-teaching personnel, as well as students, to facilitate decision-making within schools. Additionally, regular meetings with relevant stakeholders regarding GAD programs, activities, and issues have led to increased awareness and engagement. (Sumadsad & Tuazon, 2016; Villagrancia, 2023)

Only a limited number of research endeavors such as Bacquian et al. (2023), have explicitly delved into the extent of awareness about the effective implementation of Gender and Development, as evaluated by educators who are also participants. Nevertheless, akin to numerous other initiatives, educators faced difficulties in executing the Gender and Development program. Consequently, there is a need for a well-devised strategy to enhance the execution of various Gender and Development-related activities aimed at fostering gender equality.

The research on GAD awareness in Caloocan High School is important for many reasons. This entails the extent to which the school community understands GAD philosophy and gender equality hence giving insight into the efficiency of existing programs and initiatives. The inquiry could go a long way in pointing out the limitations in understanding and perceptions by students, teachers, and other personnel which necessitate interventions that would improve their knowledge as well as promote a gender-sensitive environment within an institution.

Specifically, it pursued to answer to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Age,
 - 1.2. Gender,
 - 1.3. Civil Status,
 - 1.4. Educational attainment,
 - 1.5. Position, and
 - 1.6. Length of service?
2. What is the level of awareness of teachers of Caloocan High School about the Gender and Development Program in terms of the following:
 - 2.1. Policy,
 - 2.2. People,
 - 2.3. Enabling Mechanisms, and

2.4. Programs, Projects, and Activities (PPA)?

3. Is there any significant difference in the evaluation of the level of awareness of the Gender and Development Program in Caloocan High School teachers when grouped according to their profile?
4. Based on the result of the study, what enhanced gender and development program can be proposed to the Caloocan High School teachers?

This study is quantitative that measures the level of awareness of Caloocan High School Teachers in the implementation of the GAD Program based on their profiles in terms of the following four critical points: policy, people, enabling mechanisms, and programs, projects, and activities (PPA) with accordance to PCW GAD Focal Point System (2022)

Formal interviews were conducted by the researcher to further support the findings. Although some policies, like the Gender-Responsive Basic Education Policy, were recognized, challenges in implementation remained evident. The respondents lacked familiarity with crucial mechanisms like the GAD Focal Point System and demonstrated insufficient use of data. There was an urgent need for enhanced communication channels and gender-sensitive approaches within educational institutions.

RESEARCH METHODOLOGY

The descriptive – analysis was used to determine level of awareness of Caloocan High School teachers towards Gender and Development (GAD) using a researcher-made survey-questionnaire.

In the study of the level of awareness of Gender and Development of Caloocan High School teachers, the researcher used a researcher-made survey questionnaire. Likewise, the researcher read various articles, GAD narrative report for School Year 2021-2022 which was submitted by different high schools in Caloocan, memorandums related to GAD, the Gender Mainstreaming Evaluation Tool, and the Harmonized Gender and Development Guidelines, all of which were used to construct indicators per variable pertinent to this research. The questionnaire was subjected to validation by different GAD Focal Persons in different schools in the Pobcaran District of Caloocan City.

The questionnaire consisted of two parts: 1) profile of the Caloocan High School teacher respondents which consist of age, gender, civil status, educational attainment, position, and length of service. The questionnaire about profile was aligned with the Sex-Disaggregated Data (SDD) in which according to the PCW Handbook (2016), the data is used for gender analysis to enhance the effectiveness of GAD implementation. 2) the level of awareness of the Gender and Development program that consists of ten questions for the following key points namely policy, people, enabling mechanisms, and programs, projects, and activities (PPA) that were rated using a 5-point Likert Scale with 5="very aware", 4="aware", 3="neither aware nor unaware", 2="unaware", and 1="very unaware". Furthermore, we determined the sample size by non-probability sampling method, specifically availability sampling and purposive or judgmental sampling.

To determine the level of awareness of the gender and development program of Caloocan High School faculty, the researcher used random sampling to meet the number of respondents required in this research.

According to Noor and Golzar (2022), random sampling is an extensively used sampling method in scientific research. Random sampling is selected for populations that are highly homogenous where the members of the research are randomly selected to participate in the research. Random sampling is the simplest and most common method of selecting a sample, in which the sample is selected unit by unit, with an equal probability of selection for each unit at each draw.

Respondents were limited to two hundred eighty-three (283) junior high school faculty members of Caloocan High School were sourced from eight (8) departments namely Filipino, English, Mathematics, Science, Araling Panlipunan, Technology and Livelihood Economics (TLE), Edukasyon sa Pagpapakatao (ESP), and Music, Arts, PE, and Health (MAPEH).

Before conducting the survey, the questionnaire was subjected to validation by different GAD Focal Persons in different schools in the Pobcaran District of Caloocan City. The questionnaire also underwent testing among Senior High School Teachers at Caloocan High School who were not part of the respondents. The reliability of the questionnaire was evaluated by calculating Cronbach's alpha coefficients of internal consistency for each section. The results indicated a high level of reliability is "excellent."

After having secured the necessary permissions from the Schools Division of Caloocan and School Head and School Administration of Caloocan High School, the researcher personally administered the questionnaires to the respondents and personally retrieved them thru google form. Then, the data were tabulated and interpreted.

To further support the findings, the researcher conducted formal interviews with selected respondents to craft an Enhanced GAD Development Plan. After that the conclusions and recommendations followed.

RESULTS AND DISCUSSION

There are four main questions raised from the statement of the problem. First is the profile of the respondents; second is the level of awareness of the respondents on four critical points; third is the significant in the evaluation of the level of awareness of the Gender and Development Program in Caloocan High School teachers when grouped according to their profile; and lastly is the enhanced GAD plan.

The study generated the following findings: The profile of the respondents from Caloocan High School was grouped according to their age, gender, civil status, educational attainment, position, and length of service. Out of 283 teacher-respondents of Caloocan High School, 119 or 42.05% were in the age bracket of 35 years old and below. In terms of gender, 219 respondents, or 77.39% were female. One hundred eighty-one (181) or 33.2% of respondents belonged to the bracket of married. The majority of the respondents were Bachelor's Degree holders with a total of 199 or 70.3%. Two hundred fifty-four respondents, 254 or 89.8% were under the category of Teacher I to III, and the majority of the teaching force of Caloocan High School or 96 or 33.9% of the respondents have been in the service for 5 to 10 years.

The following studies explained the result in profiles: Villanueva, Suminguit, and Valdehueza (2023) state that new teachers bring fresh energy to education, while married teachers tend to be more nurturing; Sebastian et al. (2022) highlight that public elementary schools are predominantly staffed by women; and Abun et al. (2021) found that higher educational attainment and longer service are linked to higher self-efficacy among teachers and employees.

The level of awareness of Caloocan High School teachers on the Gender and Development (GAD) program when grouped according to their profile in terms of people got the highest with 3.65 while in the PPA got the lowest mean of 3.45. While the enabling mechanism and policy got the mean of 3.51 and 3.61 respectively.

Duma (2022) asserts that collecting gender-specific data improves monitoring systems and aids in establishing Gender and Development Focal Point Systems (GFPS) per the Magna Carta of Women (MCW); Orge (2021) emphasizes the need for gender assessments to identify priority areas and guide gender mainstreaming; however, Valdez (2022) found insufficient evidence of the effectiveness of the GAD

program in making the academic community gender-responsive, despite administrative support and established processes.

Furthermore, the study shows that there is no significant difference in the evaluation of the level of awareness of the Gender and Development Program in Caloocan High School teachers when grouped according to their profile.

The researcher conducted formal interviews with respondents to delve deeper into the findings. Despite being aware of certain policies, respondents observed gaps in their implementation. For instance, though aware of a policy for establishing a child-minding center, respondents noted its absence. Similarly, while informed about the GAD Focal Point System policy, respondents lacked knowledge of its office location. Additionally, respondents were aware of DepEd Order 32, known as the “Gender-Responsive Basic Education Policy,” yet were unfamiliar with its content, indicating incomplete implementation in schools.

The programs and projects are the following:

GENDER AND DEVELOPMENT (GAD) PLAN AND BUDGET
Fiscal Year 2024-2025

POLICY		GAD Activity	Person Involved	Success Indicators	Time Frame	GAD Budget
GAD Objective 1. Engage stakeholders in developing and implementing gender mainstreaming policies, incorporating diverse perspectives, and institutionalize these policies across the organization through a dedicated GFPS/GAD Office.	Phase 1. Pre-Implementation Identify and engage stakeholders from various departments, gathering input and fostering collaboration to develop comprehensive gender mainstreaming policies reflecting diverse perspectives and organizational needs.	Organize interactive workshops or focus group discussions to provide a platform for stakeholders to share their perspectives, insights, and experiences related to gender mainstreaming. Encourage open dialogue and active participation to gather diverse viewpoints.	School Administration GAD Focal Person	Enhance gender mainstreaming policy	School Year Round	Estimated cost is ₱10,000
	Phase 2 Implementation Establish the GFPS/GAD Office, integrating gender considerations into all decision-making processes, and actively involve stakeholders in the execution and monitoring of gender mainstreaming policies.					
	Phase 3 Post-Implementation Evaluate the effectiveness of gender mainstreaming policies, gather feedback from stakeholders, and continuously improve practices, ensuring sustained integration and responsiveness to organizational and gender-related developments.					

<p>2. Institutionalize gender mainstreaming by establishing a dedicated GFPS/GAD Office, ensuring systematic integration of gender considerations into all organizational policies, programs, operations, and decision-making processes.</p>	<p>Phase 1. Pre- Implementation Plan and establish the GFPS/GAD Office, identify key policies and programs for gender integration, and engage stakeholders to ensure comprehensive preparation and alignment with organizational goals.</p>	<p>Building the capacity of staff members to recognize and address gender-related challenges, the organization can create a more inclusive and equitable work environment and facilitate the successful establishment and functioning of the GFPS/GAD Office</p>	<p>School Administration GAD Focal Person</p>	<p>Establishment and functioning of the GFPS/GAD Office by fostering a culture that values diversity, promotes inclusivity, and supports gender mainstreaming efforts.</p>	<p>School Year Round</p>	<p>Estimated cost is ₱10,000</p>
<p>3. Address resistance to gender equality by fostering awareness, challenging traditional gender roles,</p>	<p>Phase 1. Pre- Implementation Conduct awareness campaigns and training sessions to educate stakeholders on gender equality, identify areas of resistance, and develop strategies to challenge traditional gender roles and biases.</p>	<p>Regularly evaluate the effectiveness of gender equality and inclusivity initiatives through feedback mechanisms,</p>	<p>School Administration GAD Focal Person</p>	<p>Implementing gender-neutral policies can lead to a more equitable, inclusive, and productive</p>	<p>School Year Round</p>	<p>Estimated cost is ₱5,000</p>

<p>and promoting acceptance through education, policy adjustments, and support for advocates of gender equality.</p>	<p>Phase 2 Implement policy adjustments and educational programs to promote gender equality, actively support advocates, and ensure consistent communication to address resistance and reinforce the importance of gender initiatives.</p> <p>Phase 3 Post-Implementation Evaluate the effectiveness of initiatives, gather feedback, and provide ongoing support and education to maintain acceptance and address any emerging resistance, ensuring continuous progress in gender equality.</p>	<p>surveys, and performance metrics. Use this feedback to identify areas for improvement and adjust policies and practices as needed to ensure ongoing progress towards achieving gender equality and inclusivity goals.</p>	<p>School Administration GAD Focal Person</p>	<p>workplace environment where all employees feel valued, respected, and empowered to succeed.</p>		<p>Implementing gender-inclusive facilities could range from approximately ₱720,000 to ₱2,200,000</p>	<p>School Year Round</p>	<p>Demonstrating a commitment to gender inclusivity in facilities can enhance the organization's reputation and attract a more diverse range of individuals and stakeholders who value inclusivity and diversity.</p>
<p>4. Established a child-minding area for the use of employees and clients with small children</p>	<p>Phase 1. Pre- Implementation Assess employee and client needs, secure funding, and design the child-minding area, ensuring it meets safety standards and includes essential facilities for children.</p> <p>Phase 2 Implementation Set up the child-minding area, hire qualified staff, and establish operational guidelines. Communicate the availability and benefits of the service to employees and clients.</p> <p>Phase 3 Post-Implementation Monitor usage and gather feedback to improve the service, ensure ongoing safety and quality, and adapt the facility to meet evolving needs of employees and clients.</p>	<p>Rehabilitation of facilities, such as restrooms and common areas, are accessible and inclusive to individuals of all genders. This may involve providing gender-neutral or inclusive restroom options and ensuring that facilities are designed to accommodate diverse needs.</p>						

GENDER AND DEVELOPMENT (GAD) PLAN AND BUDGET
Fiscal Year 2024-2025

PEOPLE						
GAD Objective	Phases	GAD Activity	Person Involved	Success Indicators	Time Frame	GAD Budget
1. Train GFPS members to collect sex-disaggregated data for targeted policies promoting gender equality	Phase 1. Pre- Implementation Develop training materials, schedule sessions, and communicate the importance of sex-disaggregated data collection to GFPS members, ensuring readiness and understanding of the objectives.	Interactive workshops for GFPS: Analyze real data, identify gender disparities, and integrate gender considerations into data collection.	School Administration GAD Focal Person	Improved effectiveness of gender-responsive policies and programs, leading to reduced gender disparities in key areas such as health, education, employment, and access to resources.	School Year Round	Estimated cost is ₱5,000
	Phase 2 Implementation Conduct comprehensive training for GFPS members, provide necessary tools and resources, and initiate the collection of sex-disaggregated data, ensuring adherence to best practices.					
	Phase 3 Post-Implementation Review and analyze collected data, provide ongoing support and refresher training, and use insights to develop and refine targeted gender equality policies, ensuring continuous improvement.					
2. Develop a thorough strategy to gather, organize, and improve the measurement and evaluation of sex-	Phase 1. Pre- Implementation Research best practices, identify gaps in current data collection, and design a comprehensive strategy to address historical neglect, societal biases, and resource	Conduct a comprehensive review of existing data collection methods and evaluation	School Administration GAD Focal Person	Detailed report on current shortcomings in data collection and	School Year Round	Estimated cost is ₱5,000

<p>disaggregated data, addressing historical neglect, societal biases, and resource constraints.</p>	<p>constraints in measuring sex-disaggregated data.</p> <p>Phase 2 Implementation Roll out the strategy, train staff on data collection and organization methods, and deploy necessary tools and resources to ensure accurate and unbiased measurement of sex-disaggregated data.</p> <p>Phase 3 Post-Implementation Regularly review and evaluate data collection processes, address any biases or resource issues, and refine the strategy to ensure ongoing improvement and accuracy in measuring sex-disaggregated data.</p>	<p>systems, identifying gaps and biases in sex-disaggregated data, and develop protocols to address these deficiencies.</p>	<p>School Administration GAD Focal Person</p>	<p>evaluation, identification of gaps and biases, protocols for improvement, and recommendations for more accurate data, enhancing decision-making.</p>	<p>School Year Round</p>	<p>Estimated cost is ₱5,000</p>
<p>3. Integrate Gender Analysis (GA) tools and techniques systematically into program, project, and activity review processes to ensure comprehensive understanding and integration of gender perspectives for enhanced development outcomes.</p>	<p>Phase 1. Pre-Implementation Train staff on GA tools and techniques, incorporate them into review processes, and establish protocols for consistent application to ensure comprehensive gender perspective integration.</p> <p>Phase 2 Implementation Monitor the effectiveness of GA integration, gather feedback from stakeholders, and make adjustments as necessary to continually enhance development outcomes and ensure sustained gender perspective integration.</p> <p>Phase 3 Post-Implementation Review and analyze collected data, provide ongoing support and refresher training, and use insights to develop and refine targeted gender equality policies, ensuring continuous improvement.</p>	<p>Conduct workshops for project managers and stakeholders on using Gender Analysis (GA) tools, stressing their significance in project reviews for achieving inclusive development outcomes.</p>	<p>School Administration GAD Focal Person</p>	<p>Creating gender-sensitive project documentation integrates Gender Analysis (GA) tools into reports, proposals, and evaluations, ensuring a comprehensive review process.</p>	<p>School Year Round</p>	<p>Estimated cost is ₱5,000</p>

GENDER AND DEVELOPMENT (GAD) PLAN AND BUDGET
Fiscal Year 2024-2025

ENABLING MECHANISM						Estimated cost is
<p>Establish a sustainable funding strategy to maintain CODI and VAWC Referral System, while implementing a gender statistics database, ensuring uninterrupted support for addressing gender-based issues through data-driven decision-making.</p>	<p>Phase 1. Pre-Implementation Conduct financial analysis, explore funding sources, and develop a sustainable strategy to support CODI and VAWC Referral System, along with implementing a gender statistics database.</p>	<p>Developing partnerships with local businesses and stakeholders to sponsor awareness events toward sustaining CODI, VAWC Referral System, and the gender statistics database.</p>	<p>School Administration GAD Focal Person</p>	<p>Increased community awareness and engagement regarding CODI, VAWC Referral System, and gender statistics, leading to enhanced support and resources for sustaining these initiatives.</p>	<p>School Year Round</p>	<p>Estimated cost is ₱5,000</p>
	<p>Phase 2. Implementation Secure funding, establish financial protocols, implement the gender statistics database, and ensure seamless support for CODI and VAWC Referral System.</p>					
	<p>Phase 3. Post-Implementation Monitor funding sustainability, evaluate database effectiveness, and adjust strategies as needed to maintain uninterrupted support for addressing gender-based issues through data-driven decision-making.</p>					
PROGRAM, PROJECT, ACTIVITIES (PPA)						Estimated cost is
<p>Promote collaboration and consultation through awareness campaigns and training sessions to</p>	<p>Phase 1. Pre-Implementation Plan awareness campaigns and training sessions, identify key stakeholders, and develop materials to highlight gender mainstreaming's importance, preparing for</p>	<p>Organize training sessions emphasizing collaboration and consultation in gender</p>	<p>School Administration GAD Focal Person</p>	<p>Development of a comprehensive handbook or resource guide on gender</p>	<p>School Year Round</p>	<p>Estimated cost is ₱5,000</p>

<p>highlight gender mainstreaming's importance, encouraging stakeholder participation and fostering inclusivity within the organization's culture.</p>	<p>active participation and inclusivity promotion.</p>	<p>mainstreaming, featuring case studies, interactive discussions, and practical exercises to raise awareness among staff.</p>	<p>mainstreaming , including case studies and practical strategies discussed during the training sessions.</p>	<p>School Year Round</p>	<p>Estimated cost is ₱10,000</p>
<p>Phase 2. Implementation Conduct awareness campaigns and training sessions, engage stakeholders, and promote active participation to foster inclusivity and understanding of gender mainstreaming principles.</p>	<p>Phase 3. Post-Implementation Evaluate the effectiveness of campaigns and training, gather feedback, and make adjustments to sustain stakeholder engagement, fostering a culture of inclusivity and ongoing commitment to gender mainstreaming.</p>	<p>Implementing mandatory gender sensitivity training sessions for all employees, coupled with the revision of organizational policies to integrate gender-inclusive language and practices.</p>	<p>School Administration on GAD Focal Person</p>	<p>Development of training materials or resources on gender sensitivity, such as presentations, handouts, and online modules, to ensure ongoing</p>	
<p>Integrate comprehensive gender sensitivity training into organizational culture and policies to foster awareness, understanding, and proactive engagement in promoting gender equality and</p>	<p>Phase 1. Pre-Implementation Assess organizational needs, design training modules, and develop a plan to integrate gender sensitivity training into culture and policies, ensuring alignment with organizational goals.</p> <p>Phase 2. Implementation Deliver comprehensive gender sensitivity training, embed principles into policies and practices, and foster proactive engagement in promoting gender equality and inclusivity.</p>	<p>Implementing mandatory gender sensitivity training sessions for all employees, coupled with the revision of organizational policies to integrate gender-inclusive language and practices.</p>	<p>School Administration on GAD Focal Person</p>	<p>Development of training materials or resources on gender sensitivity, such as presentations, handouts, and online modules, to ensure ongoing</p>	<p>Estimated cost is ₱10,000</p>

<p>inclusivity across all levels and functions.</p>	<p>Phase 3. Post-Implementation Evaluate training effectiveness, gather feedback, and refine training modules and policies to sustain awareness, understanding, and proactive engagement in promoting gender equality across all organizational levels and functions.</p>			<p>education and awareness among employees beyond the initial training sessions.</p>	<p>School Year Round</p>	<p>Estimated cost is ₱100,000 to ₱500,000</p>
<p>Promote inclusivity and equity by ensuring all clients, internal and external, regardless of gender identity, feel respected, supported, and catered to in facilities and services.</p>	<p>Phase 1. Pre-Implementation Assess current practices, identify gaps in inclusivity, and develop a plan to ensure all clients, irrespective of gender identity, feel respected and supported in facilities and services.</p>	<p>Implementing gender-inclusive restroom facilities, ensuring accessibility and comfort for individuals of all gender identities within the organization or establishment.</p>	<p>School Administration</p>	<p>Improved employee morale and productivity, increased community satisfaction and loyalty, reduced instances of discrimination or discomfort, and enhanced reputation as an inclusive and progressive organization or establishment.</p>	<p>School Year Round</p>	<p>Estimated cost is ₱5,000</p>
<p>Implementing a communication strategy can raise awareness of the organization's</p>	<p>Phase 1. Pre-Implementation Assess communication needs, identify target audiences, and develop a comprehensive communication strategy to promote the</p>	<p>Allocate resources and personnel to design, develop, and regularly</p>	<p>School Administration</p>	<p>Establishing a GAD section on the website can heighten awareness of</p>	<p>School Year Round</p>	<p>Estimated cost is ₱5,000</p>

<p>gender equality commitment, policies, and achievements through GAD corner, website, social media, and internal channels.</p>	<p>Phase 2. Implementation Roll out the communication strategy, establish GAD corner, update website and social media, and utilize internal channels to disseminate information effectively.</p>	<p>Phase 3. Post-Implementation Monitor the effectiveness of communication efforts, gather feedback, and adjust as necessary to maintain engagement and ensure ongoing awareness of the organization's gender equality initiatives and achievements.</p>	<p>update a dedicated GAD section on the organization's website.</p>			<p>the organization's gender equality commitment, fostering increased engagement and support for gender equality initiatives.</p>					
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CONCLUSIONS

The Gender and Development (GAD) program of Caloocan High School needs some improvement in the areas of policy, people, enabling mechanisms, and programs,

projects, and activities (PPA).

The researcher conducted formal interviews revealing gaps in respondents' awareness and understanding of GAD policies and mechanisms. Despite familiarity with some policies, such as the Gender-Responsive Basic Education Policy, implementation issues persist. Lack of knowledge about key mechanisms like the GAD Focal Point System and inadequate utilization of data were noted. There is a call for improved communication channels and gender-sensitive practices within schools.

The level of awareness of Caloocan High School teachers on the Gender and Development (GAD) program when grouped according to their profile are all the same.

A Gender and Development (GAD) program was deemed necessary based on the summary of the study, hence was proposed in this study.

RECOMMENDATIONS

Exert more effort to enhance the level of awareness of the Gender and Development (GAD) program. Though teachers are aware of the existing GAD program, however, policy, people, enabling mechanisms, and programs, projects, activities did not obtain the highest descriptive rate of very aware therefore, needs more improvement.

Establish a GAD office, issue policies to address gender needs, use the results of gender analysis in the development of policy, integrate GAD perspective to the organization, adopt GAD strategic framework, and propose GAD policies that will be used as a model/standard by the organizations.

Train Gender Focal Point System (GFPS) members on the importance of collecting sex-disaggregated data and gender statistics and utilize the data for gender analysis to enhance the organizations' GAD programs, projects, and activities. Coordinate with the Philippine Commission on Women (PCW) or other agencies/LGUs, institutions, and/or individuals to facilitate gender mainstreaming.

Establish additional mechanisms such as the Committee on Decorum and Investigation (CODI), Violence against Women and their Children (VAWC) Referral System, Barangay Violence against Women (VAW) Desk, and Women's Economic Empowerment (WEE) Desk. Demonstrate a measurement and evaluation system to be able to track the desired gender-related impacts of its GAD programs, projects, and activities on clients (internal and external).

Increase the level of awareness of the community about the Gender and Development (GAD) program. It is also recommended that administrators and the GAD focal point set up a GAD corner and create a GAD section on the school website or social media. Enhanced the Gender and Development (GAD) program proposed in this study and consider its implementation.

Future researchers may conduct a similar study using other divisions to validate the findings disclosed in the study.

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