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Implementation of Gender and Development Program

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Abstract — The study delved into the level of implementation of the Gender and Development (GAD) Program in SDO Urdaneta City. It determined the profile of the schools, the level of GAD program implementation by the school heads, the challenges encountered by school heads in the GAD program implementation, the significant relationship between the profile of the school and the level of GAD program implementation and the significant difference between the profile of the school and the level of GAD program implementation. The descriptive method of research was used in this study. The findings revealed that most of the schools in SDO Urdaneta City are medium-sized in the barangay and have a limited number of GAD corners, GAD self-learning materials, gender-neutral restrooms, and GAD training conducted in school. The level of implementation of GAD programs in SDO Urdaneta City is high, indicating that GAD policies and programs are widely adopted. There are limited studies conducted on GAD.
Further, there needs to be more integration of GAD concepts in the lessons among teachers. The school's size correlates to the number of GAD learning resources produced in schools. Likewise, the number of school-based GAD training affects the learning assessments conducted by teachers. Thus, the researcher recommended prioritizing GAD implementation throughout all school profile characteristics, particularly in learning resources, learning environment, and learning delivery, allocating sufficient funds and resources to implement GAD programs and school activities successfully. Schools should increase the number of gender-neutral restrooms and guarantee they are accessible to all students, regardless of gender identity or expression. Lastly, schools should evaluate the success of their GAD programs and activities regularly to ensure they reach their goals and identify improvement areas.

Keywords — Gender And Development, Gender Sensitivity, Gender-Neutral, Gender Equality

I. Introduction

The current society is now characterized by gender equality between men and women in the various areas of human life, to wit, social, political, economic, and other opportunities for human development (UNESCO, 2021). One of the challenges of the present times is to allow both men and women to enjoy equal opportunities in life without any man or woman being prejudiced or discriminated against. Accordingly, the Philippines is one country in Asia actively and conscientiously addressing the gender gap in education and health and one of only six (6) nations in the world to have it done. The Philippines' scores on political empowerment of women continue to improve as its economic indicators, such as estimated income, labor force participation, and income equality for similar work. The women in the Philippines are now enjoying equality with men in senior management roles; however, despite these remarkable achievements, thousands of Filipino women suffer from sex and other gender-related abuses. Men and women differ in several indisputable ways, predominantly in the reproductive systems and some secondary sex characteristics. The concern about gender equality is on the differentiated social roles, behaviors, and capacities and the intellectual, emotional, and social aspects. Moreover, the analysis of gender inequality in social institutions has focused on the economy, the family, education, and policy (Hill, 2018). According to liberal feminists, providing women with education appears to be a necessity in 1 Report: In advanced industrial countries with increased education, the birth rate tends to decline, more women become involved in occupations outside the home, and the women themselves may begin to demand greater legal inequality. Inequality in education and some policy level tend to vary from one society to another. For instance, in many countries, women with much less education than men are more likely to be illiterate. In the Philippines and other European countries, women and men are engaged in politics and have legislation that calls for equal rights for women.

The Philippine approach has been characterized by gender-making gender perspectives central to all activities, policies, and plans. Department of Education has integrated the gender and development (GAD) mandate into all its policies and practices. It is stipulated in the 1987 Philippine Constitution, Republic Act (R.A.) No. 9710 is the Magna Carta of Women (MCW), RA 10533, the Enhanced Basic Education Act of 2013. Same through in the Philippine International Human Rights Commitments, Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), the Universal Declaration of Human Rights(UDHR), and the Convention on the Rights of the Child (CRC). The above thoughts and perspectives were the bases of the researcher in realizing the felt need for this study. Generally, this study determined the level of implementation of the Gender and Development Program by the school heads in the public elementary and secondary schools in the Schools Division of Urdaneta City.

STATEMENT OF THE PROBLEM

1. What is the profile of the respondent schools in terms of:

   a. school size,

   b. school location,

   c. the number of GAD corners,

   d. number of gender-neutral restrooms,

   e. number of gender-sensitive learning materials, and

   f. The number of school-based training?

2. What is the level of implementation of the Gender and Development programs by the school heads in terms of:

   a. learners' development,

   b. curriculum standards,

   c. learning delivery,

   d. learning environment,

   e. learning resources, and

   f. Assessment?

3. What challenges are the school heads encountering in implementing GAD Programs, Projects, and Activities (PPAs)?

4. Is there a significant relationship between the level of implementation of the Gender and Development programs across the school profile variables?

5. Is there a significant difference in the level of implementation of the Gender and Development program across the school profile variables?

What intervention activities to propose to enhance the implementation of gender and development programs in SDO Urdaneta City?

II. Methodology

This study adopted the descriptive method to determine and analyze the level of implementation of the Gender and Development Program. The result of the statistical analysis was the basis of inferences, conclusions, and recommendations.

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DATA GATHERING TOOLS

The researcher used the questionnaire-checklist instrument for data-gathering purposes. The researcher initially developed it based on DepEd Order No.32 s. 2017 and based on the literature and studies reviewed. The questionnaire- checklist consisted of three parts. Part I elicited the background information or profile of the school respondents: school size, location, GAD corner, gender-neutral restrooms, gender-sensitive learning materials, and the number of GAD training spearheaded by the school.

Part II dealt with the level of implementation of the Gender and Development (GAD) Program by the school heads.

Part III of the research instrument dealt with the challenges encountered by the school heads in the Gender and Development (GAD) Program implementation.

TREATMENT OF DATA

Answers to the research problems were provided by analyzing and interpreting the data using the appropriate statistical tools.

Frequency counts (f) and percentages (%) were used to determine the profile of the respondents. The profile variables were categorized and assigned the corresponding numerical values to facilitate the computation.

The weighted mean (W.M.) determined the level of the Gender and Development (GAD) Program implementation on problem No. 2. The following five-point rating scale with the corresponding descriptive ratings was used to interpret the data.

Rating Scale	Descriptive Rating	Transmuted Rating
4.50 -5.00	Always	Highly Implemented
3.50 -4.49	Often	Implemented
2.50 -3.49	Sometimes	Moderately Implemented
1.50 -2.49	Seldom	Slightly Implemented
1.50-1.49	Rarely	Least Implemented

The weighted mean (W.M.) also determined the challenges encountered by the school heads in the Gender and Development (GAD) Program implementation to answer Problem No. 3. The following five-point rating scale with its corresponding descriptive ratings was used to interpret the data.

Rating Scale	Descriptive Rating	Transmuted Rating
4.50 -5.00	Always	Very Challenging
3.50 -4.49	Often	Challenging
2.50 -3.49	Sometimes	Moderately Challenging
1.50 -2.49	Seldom	Slightly Challenging
1.50-1.49	Never	Not Challenging

The Pearson Product Moment Correlation of Coefficient (r) was used to answer Problem No. 4 on determining the relationships between the level of gender and development program implementation and the school profile variables.

The Analysis of Variance (ANOVA) evaluated significant differences in gender and development program implementation across school profile variables to answer Problem No. 5.

Intervention activities were proposed to enhance gender and development program implementation to answer Problem No. 6.

III. Results and Discussion

This chapter interprets, presents, and analyzes the data of the study.

Profile of the Respondents

Table 1 presents the profile of the schools along with school size, location, number of GAD corners, gender-neutral restrooms, gender-sensitive learning materials, and number of GAD training conducted in the schools.

Table 1:

Profile of the Schools

Profile Variables	Variable Category	F	%
School Size	Mega	3	4.8
	Large	6	9.5
	Medium	30	47.6
	Small	24	38.1
School Location	City Proper	2	3.2
	Barangay	61	96.8
No. of GAD Corners	0-3	25	39.7
	4-6	8	12.7
	7-9	12	19.0
	More than 9	18	28.6
No. of Gender-Neutral Rest Rooms	0-3	24	38.1
	4-6	11	17.5
	7-9	8	12.7
	More than 9	20	31.7
No. of Gender-Sensitive Learning Materials	0-3	20	31.7
	4-6	15	23.8
	7-9	9	14.3
	More than 9	19	30.2
No. of GAD Trainings Conducted in the School	0-3	33	52.4
	4-6	13	20.6
	7-9	11	17.5
	More than 9	6	9.5

School Size: As shown in the table, most schools are medium-sized (47.6%), followed by small-sized schools (38.1%). Only a few schools are classified as significant (9.5%) or mega-sized (4.8%). The findings suggest that most of the schools in the sample are small to medium-sized educational institutions. The school size may impact gender and development (GAD) programs and activities. Larger schools may have more resources and capacity to implement GAD initiatives, whereas smaller schools may have fewer resources and capacity (Nunez, 2014).

School Location: As can be gleaned from the table, almost all schools in the sample are in barangays (96.8%), with only a few located in the city proper (3.2%). The result demonstrates that barangays often have more schools than urban areas. Urban schools may have better access to resources and services that can help implement GAD initiatives (Li & Zhang, 2015).

No. of GAD Corners: Based on the data, the highest number of schools in the sample have more than 9 GAD corners (28.6%), followed by 0-3 GAD corners (25%). It shows that while some schools have made significant efforts to construct GAD corners, others still need to. In line with the literature, GAD corners are an excellent method for fostering gender equality and providing safe spaces for marginalized groups (Jaschik, 2021).

No. of Gender-Neutral Restrooms: The highest number of schools in the sample have more than nine gender-neutral restrooms (31.7%), followed by 0-3 gender-neutral restrooms (38.1%). It acclaims that while some schools have prioritized creating gender-neutral facilities, others still need to. According to research, providing gender-neutral restrooms is essential to creating a secure and inclusive school environment for all learners (Human Rights Campaign, 2021).

No. of Gender-Sensitive Learning Materials: As can be seen in the table that the highest number of schools in the sample have 0-3 gender-sensitive learning materials (31.7%), followed by more than nine gender-sensitive learning materials (30.2%). While some schools attempted to include gender-sensitive resources in their curriculum, others did not. According to the literature, gender-sensitive education can result in favorable outcomes for pupils, such as enhanced gender equity and less violence (UNESCO, 2021).

No. of GAD Trainings Conducted in the School: The table shows that most schools in the sample have conducted 0-3 GAD training (52.4%), followed by 4-6 GAD training (20.6%). It shows that although some schools prioritized GAD training for their faculty and staff, others still need to. GAD training can result in good outcomes, such as increased gender awareness and improved classroom conditions (U.N. Women, 2018).

Level of Implementation of GAD

Table 2 presents the level of implementation of the Gender and Development (GAD) Program by the school heads and learners' development.

As seen in Table 2, along with learners' development, the overall weighted mean of 4.57 means that all were highly implemented. Among all the indicators, the highest mean score falls under Indicator 2: "Include in the school calendar the observance and celebrations related to GAD such as but not limited to Women's Month (March), Lesbian Gay, Bisexual, and Transgender (LGBT) Pride Month (June), Breastfeeding Month (August), Peace Education Month (September), Children's Month (November 25 to December 12), and Human Rights Month (December)." It implies that the school principals prioritize including GAD-related activities and celebrations in the school calendar, promoting gender equality and awareness among students.

The lowest mean score in the Learners' Development indicators is 4.52; however, it is not considerably lower than the highest, with all indicators having well-implemented mean scores. As a result, there is no cause for concern in implementing gender-responsive education practices in schools.

Table 2:

Learners' Development

Indicators As a school head, I		Weighted Mean	Descriptive Equivalent
1	Advocate gender equality in all aspects of development and ensure the PPA's are made congruent with this policy and are included in the School Improvement Plans (SIPs), and Annual Implementation Plans (AIPs)	4.55	Highly Implemented
2	include in the school calendar the observance and celebrations related to GAD, such as but not limited to Women's Month (March), Lesbian Gay, Bisexual, and Transgender (LGBT) Pride Month (June), Breastfeeding Month (August), Peace Education Month (September), Children's Month (November) 25 to December 12), and Human Rights Month (December)	4.63	Highly Implemented
3	support policies on curriculum, instruction, and assessment that are consistent with the principles of gender-responsive education	4.52	Highly Implemented
Overall Weighted Mean		4.57	Highly

Legend:
4.50-5.00 Highly Implemented (HI)
3.50-4.49 Implemented (I)
2.50-3.49 Moderately Implemented (MI)
1.50-2.49 Slightly Implemented (SI)
1.00-1.49 Not Implemented (N.I.)

Furthermore, research demonstrates that fostering gender equality in schools improves students' academic achievement and social growth. According to a UNESCO report published in 2017, schools that promote gender equality had higher academic achievement and better gender attitudes among learners. Furthermore, gender-responsive education encourages critical thinking, empathy, and respect for diversity are necessary for building a peaceful and inclusive society (U.N. Women, 2018).

Subsequently, the highly adopted approach to fostering gender equality in the learners' development indicates the school's dedication to providing a secure and inclusive learning environment. The Philippine government policies and research studies emphasize the necessity of encouraging gender equality in schools since it impacts learners' academic and social development.

Table 3 presents the level of implementation of the Gender and Development (GAD) Program by the school heads and curriculum standards.

Table 3:

Curriculum Standards

Indicators As a school head, I		Weighted Mean	Descriptive Equivalent
1	Enhance and promote a K-12 curriculum integrating gender equality, human rights, sexuality, reproductive health education, peace education, environmental studies, and child protection.	4.53	Highly Implemented
2	develop a set of GAD and human rights competencies to be integrated across learning areas and grade levels	4.46	Implemented
3	ensure minimum standards on gender sensitivity that will be integrated into the subjects or learning areas, training, curricular, co-curricular, and extra-curricular programs for learners and teachers	4.57	Highly Implemented
Overall Weighted Mean		4.52	Highly

Legend:
4.50-5.00 Highly Implemented (HI)
3.50-4.49 Implemented (I)
2.50-3.49 Moderately Implemented (MI)
1.50-2.49 Slightly Implemented (SI)
1.00-1.49 Not Implemented (N.I.)

Based on the data provided, the indicators along curriculum standards were highly implemented with an overall weighted mean of 4.52, which falls under the "highly implemented" category. Among the specific indicators, the highest weighted mean was obtained for "ensure minimum standards on gender sensitivity integrated with the subjects or learning areas, training, curricular, co-curricular, and extra-curricular programs for learners and teachers," with a score of 4.57. On the other hand, the lowest weighted mean was obtained for "develop a set of GAD and human rights competencies to be integrated across learning areas and grade levels," with a score of 4.46.

To increase the implementation of GAD in the curricular standards, school leaders should focus on creating and integrating GAD and human rights capabilities across study areas and grade levels. Providing additional training and assistance for teachers to integrate GAD into their teaching practices effectively might also be beneficial. It is also critical for school leaders to regularly monitor and evaluate the implementation of GAD in curriculum standards to ensure that the minimum standards for gender sensitivity are met and maintained.

UNESCO (2017) found that integrating gender equality, human rights, and other related topics into the curriculum may positively impact learners' views and behavior toward these issues. Furthermore, studies show that incorporating gender and human rights into the curriculum can lead to a more inclusive and equitable education system (U.N. Women, 2018).

Developing a set of GAD and human rights competencies that can be integrated across study areas and grade levels, on the other hand, is critical to ensuring that learners obtain the information and skills needed to appreciate and support gender equality and human rights. Teacher education, curriculum creation, and instructional materials that include these competencies (UNESCO, 2017) make this possible.

Table 4 on the next page presents the level of implementation of the Gender and Development (GAD) Program by the school heads, along with learning delivery.

The data provided suggests that in terms of Learning Delivery, the school head has implemented the indicators to some extent, with an overall weighted mean of 4.15, which falls under the category of "Implemented."

Table 4:

Learning Delivery

Indicators As a school head, I		Weighted Mean	Descriptive Equivalent
1	ensure that the school shall maintain gender-responsive instructional delivery and services	4.47	Implemented
2	design gender-responsive models of instruction for primary education appropriate for all types of learners	4.32	Implemented
3	formulate enabling policies and guidelines for the implementation of gender-responsive innovative teaching and learning approaches and assessment models for Basic Education aligned with curriculum standards	4.03	Implemented
4	provide technical assistance to the teachers in the adoption or modification of gender-responsive learning models and strategies	3.76	Implemented
Overall Weighted Mean		**4.15**	**Implemented**

Legend:
4.50-5.00 Highly Implemented (HI)
3.50-4.49 Implemented (I)
2.50-3.49 Moderately Implemented (MI)
1.50-2.49 Slightly Implemented (SI)
1.00-1.49 Not Implemented (N.I.)

The highest implemented indicator is "ensure that the school shall maintain gender-responsive instructional delivery and services," with a weighted mean of 4.47. This implies that the school head has taken measures to provide equitable and inclusive education to all students, regardless of gender identity. Providing gender-responsive instruction is essential to create a safer and more supportive learning environment that promotes academic success and overall student well-being.

The lowest implemented indicator is "provide technical assistance to the teachers in adopting or modifying gender-responsive learning models and strategies," with a weighted mean of 3.76. This suggests room for improvement in supporting teachers in implementing gender-responsive learning strategies. It is essential to provide teachers with the necessary training and resources to effectively implement gender-responsive strategies in the classroom to ensure that all students can fully engage in their learning.

Research has shown that gender-responsive instruction is critical in creating an inclusive learning environment that promotes academic success and student well-being (UNESCO, 2021). Studies have shown that when schools prioritize and integrate gender-responsive instruction, students' academic performance and engagement improve, particularly among marginalized

groups, including girls, LGBTQ+ students, and students from low-income backgrounds (UNESCO, 2021).

Table 5 on the next page presents the level of implementation of the Gender and Development (GAD) Program by the school heads in the learning environment.

Based on the given indicators, the school head has implemented a gender-responsive learning environment that promotes respect for students and teachers and has zero tolerance for discrimination, violence, and abuse. The overall weighted mean of 3.57 indicates that the implementation of these indicators is at a satisfactory level.

Indicator 2 received the highest score of 3.86, indicating that the school head has adequately oriented and trained teachers on gender equality, sexuality, reproductive health education, human rights, peace education, and child protection. This is consistent with literature that emphasizes the importance of teacher training in creating a gender-responsive learning environment (UNESCO, 2017). Teachers play a crucial role in shaping students' attitudes and behaviors and, therefore, must be well-equipped to address gender-based issues in the classroom.

Table 5:

Learning Environment

Indicators As a school head, I	Weighted Mean	Descriptive Equivalent
1 Ensure a gender-responsive physical and social learning environment that promotes respect for students and teachers and has zero tolerance for discrimination, violence, and abuse.	3.57	Implemented
2 ensure that teachers are adequately oriented and trained on gender equality, sexuality, reproductive health education, human rights, peace education, and child protection	3.86	Implemented
3 ensure development and capacity building about GAD through in-service training and workshops	3.46	Moderately Implemented
4 promote the institutionalization of gender-responsive teaching-learning plans, guides, processes, activities, mechanisms, and measures	3.55	Implemented
5 provide adequate and responsive capacity-building activities for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR)	3.22	Moderately Implemented
6 strengthen and sustain the capacity of guidance counselors and teachers in handling cases of violence, abuse, discrimination, exploitation, and bullying, and equip them with the technical competence to provide appropriate interventions and immediate referral	3.73	Implemented
Overall Weighted Mean	**3.57**	**Implemented**

Legend:
4.50-5.00 Highly Implemented (HI)
3.50-4.49 Implemented (I)
2.50-3.49 Moderately Implemented (MI)
1.50-2.49 Slightly Implemented (SI)
1.00-1.49 Not Implemented (N.I.)

While indicator 5 received the lowest score of 3.22, the school head's efforts to provide adequate and responsive capacity-building activities for teachers dealing with children in conflict with the law (CICL) and children at risk (CAR) are moderately implemented. Literature suggests that addressing the needs of CICL and CAR is crucial in creating an inclusive and safe learning environment (UNICEF, 2011). Teachers must be trained to identify and address these students' needs and provide appropriate interventions and support.

While the school principal has introduced a gender-responsive learning environment, there is still room for improvement in providing enough support for teachers dealing with CICL and CAR. The school principal must prioritize teacher training to ensure every student feels comfortable and supported in the learning environment.

Consequently, while the school principal has established a gender-responsive approach to learning resources, there is room for improvement in ensuring all external resources adhere to GAD fundamental concepts and core messages. The school principal must prioritize examining external resources to ensure all students can access high-quality, gender-responsive instructional materials.

Table 6 presents the level of implementation of the Gender and Development (GAD) Program by the school heads and learning resources.

Based on the table and given indicators, the school head has implemented a gender-responsive approach to learning resources. The overall weighted mean of 3.69 indicates that the implementation of these indicators is at a satisfactory level.

Indicator 9 received the highest score of 4.12, indicating that the school head has ensured that learning resources are contextualized, localized, and indigenized, integrating GAD core messages and key concepts. This is congruent with research highlighting the relevance of adopting culturally relevant and responsive resources in teaching and learning (Ladson-Billings, 2014). Students are more likely to see the relevance and value of these themes in their own life when GAD's main messages and key concepts are included in these materials.

Table 6:

Learning Resources

Indicators As a school head,	Weighted Mean	Descriptive Equivalent
1. Develop and provide gender-responsive Learning Resources (L.R.s) based on the review and revision programs, curriculum, social content guidelines, and other references to ensure that L.R.s are free from gender biases and stereotypes and use gender-fair and inclusive language, positive images, and messages.	3.86	Implemented
2. ensure that focal persons of L.R.s are well-trained in gender responsiveness, sexuality, reproductive health education, human rights, and peace education	3.72	Implemented
3. provide orientation for school development teams to emphasize the inclusion of GAD key concepts and core messages in learning resource development	3.83	Implemented
4. provide learning resources related to GAD	3.46	Moderately Implemented
5. update the guidelines in the development of learning resources by reinforcing the social content guidelines with GAD core messages and key concepts	3.67	Implemented
6. ensure that learning resources procured from external sources comply with GAD key concepts and core messages	3.43	Moderately Implemented
7. update and align the quality assurance of the learning resources, evaluation instruments, and instructional materials to include gender concepts, values, and gender-fair language	3.64	Implemented
8. gather and upload quality-assured GAD learners' and teachers' resources to the DepEd Learning Resources Portal	3.49	Moderately Implemented
9. ensure that the school shall implement contextualized, localized, and indigenized learning resources integrating GAD core messages and key concepts	4.12	Implemented
Overall Weighted Mean	**3.69**	**Implemented**

Legend:
4.50-5.00 Highly Implemented (HI)
3.50-4.49 Implemented (I)
2.50-3.49 Moderately Implemented (MI)
1.50-2.49 Slightly Implemented (SI)
1.00-1.49 Not Implemented (N.I.)

Whereas indicator 6 received the lowest score of 3.43, indicating that the school head's efforts to ensure that learning resources procured from external sources comply with GAD key concepts and core messages are moderately implemented. This is vital to ensuring that all learning resources are free of gender biases and preconceptions. According to the literature, gender biases in learning resources might contribute to gender inequality and promote negative gender stereotypes (UNESCO, 2017). As a result, it is critical for the school principal to thoroughly assess any external resources to ensure that they correspond with GAD's significant concepts and core messages.

Table 7 presents the level of implementation of the Gender and Development (GAD) Program by the school heads and the assessment.

Table 7:

Assessment

Indicators As a school head,		Weighted Mean	Descriptive Equivalent
1	Ensure that formative and summative assessments at the school level and any competitions (e.g., contests, quiz bees) at any level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel.	3.46	Moderately Implemented
2	include GAD core messages and key concepts in the test development process, specifically in the table of specifications as integrated with the learning competencies using gender-fair language	3.37	Moderately Implemented
3	conduct a GAD orientation for test-item teacher-writers to ensure educational assessments are compliant in terms of content and procedures	3.41	Moderately Implemented
4	enjoin all teachers to include gender-equality elements in their assessment processes	3.32	Moderately Implemented
Overall Weighted Mean		3.39	**Moderately**

Legend:
4.50-5.00 Highly Implemented (HI)
3.50-4.49 Implemented (I)
2.50-3.49 Moderately Implemented (MI)
1.50-2.49 Slightly Implemented (SI)
1.00-1.49 Not Implemented (NI)

The school's gender-responsive and culture-sensitive assessments are moderately implemented, with an overall weighted mean of 3.39. Among the indicators, the highest score is 3.46 for ensuring that formative and summative assessments and competitions are gender-responsive and culture-sensitive. This implies that the school is trying to ensure that assessments are free from gender biases and are sensitive to the cultural background of learners and teachers. However, the score still falls under the moderately implemented category, indicating that there is still room for improvement.

The lowest score is 3.32 for enjoining all teachers to include gender-equality elements in their assessment processes. This suggests that there is a need for the school to strengthen its efforts in promoting gender equality in assessments and ensuring that teachers are aware of the importance of incorporating gender-equality elements in their assessment processes.

Gender-responsive assessment procedures ensure that all learners, regardless of gender or cultural background, have equal opportunity to exhibit their knowledge and abilities. Gender biases in evaluations have been found in studies that influence learners' academic achievement and future job choices (Jansen et al., 2015; Lubienski & Crane, 2017). Schools must create and

implement gender-responsive assessment processes to promote fairness and equal education opportunities.

Table 8 presents the summary table of the level of implementation of the Gender and Development (GAD) Program by the school heads.

Table 8:

Summary Table Implementation of GAD

Indicators	Overall Weighted Mean	Descriptive Equivalent
Learners Development	4.57	Highly Implemented
Curriculum Standards	4.52	Highly Implemented
Learning Delivery	4.15	Implemented
Learning Environment	3.57	Implemented
Learning Resources	3.69	Implemented
Assessment	3.39	Moderately Implemented
Grand Weighted Mean	**3.98**	**Implemented**

Legend: 4.50-5.00 Highly Implemented (HI)
3.50-4.49 Implemented (I)
2.50-3.49 Moderately Implemented (MI)
1.50-2.49 Slightly Implemented (SI)
1.00-1.49 Not Implemented (NI)

Based on the overall weighted mean, the implementation of GAD in the school is rated as "Implemented," with a grand weighted mean of 3.98. The highest implemented area is Learner Development, with a highly implemented rating of 4.57, followed by Curriculum Standards, with a highly implemented rating of 4.52. These areas suggest that the school has a strong foundation in integrating GAD into the school's policies, programs, and activities.

On the other hand, the lowest implemented area is assessment, with a moderately implemented rating of 3.39, suggesting that there is still room for improvement in ensuring that formative and summative assessments are gender-responsive and culture-sensitive.

Gender-responsive education positively impacts learner development, promoting gender equality, empowering girls and women, reducing gender-based violence and discrimination, and improving academic performance and retention rates (UNESCO, 2017; UNESCO Bangkok, 2017; ADB, 2016). Gender-responsive education has also been acknowledged as essential to social justice and sustainable development (U.N. Women, 2018).

The school may enhance its GAD implementation further by strengthening its assessment methods to ensure gender-responsive and culturally appropriate. It can also provide more capacity-building programs for teachers on GAD, particularly in places where implementation is moderate. Furthermore, the school can investigate novel techniques to include GAD in its policies and activities, such as technology and community partnerships, to promote gender equality and social justice.

Challenges Encountered by School Heads in the Implementation of GAD

Table 9 presents school heads' challenges in implementing Gender and Development (GAD) Programs, Projects, and Activities.

Table 9:

Challenges Encountered in the Implementation of GAD

Indicators	Weighted Mean	Descriptive Equivalent
1. Inadequate human, technical and financial investment	3.27	Moderately Serious
2. Weak coordination and monitoring mechanisms of the program	3.17	Moderately Serious
3. Insufficient data and research in the implementation of GAD	3.87	Serious
4. Limited attention to neglected groups and issues	3.23	Moderately Serious
5. The dearth of evaluation and evidence to guide programs	3.23	Moderately Serious
6. Insufficient advocacy materials for gender issues and development in the school	3.12	Moderately Serious
7. Inadequate provision of technical assistance to schools in the modification of gender-responsive learning models and strategies	3.26	Moderately Serious
8. Non-observance of teachers' integration of the standards on gender sensitivity in the different learning areas	3.57	Serious
9. The limited scope of services and interventions for the victims of gender-biases	3.42	Moderately Serious
10. Fragmentation of efforts to prevent violence	3.42	Moderately Serious
Overall Weighted Mean	3.36	**Moderately Serious**

Legend:
4.50-5.00 Very Serious (VS)
3.50-4.49 Serious (S)
2.50-3.49 Moderately Serious (MS)
1.50-2.49 Slightly Serious (S.S.)
1.00-1.49 Not Serious (N.S.)

The challenges encountered in implementing GAD in schools are perceived to be moderately severe, with an overall weighted mean of 3.36. The challenges that received the highest ratings are related to insufficient data and research (weighted mean of 3.87) and non-observance of teachers to the standards on gender sensitivity that will be integrated into the learning areas (weighted mean of 3.57). These challenges indicate a need for more evidence-based ways to tackle gender-related issues in schools and increased efforts to integrate gender sensitivity into curriculum and learning materials.

The problem of teachers failing to meet gender sensitivity criteria implies a mismatch between policy and practice. While there are norms and standards for gender sensitivity, teachers may not regularly follow them in their day-to-day operations. This underscores the need for

increased efforts to ensure that instructors are effectively prepared and supported in incorporating gender sensitivity into their teaching techniques.

Other challenges identified include insufficient human, technical, and financial investment, weak coordination and monitoring mechanisms, the absence of attention to neglected groups and issues, a lack of evaluation and evidence to guide programs, inadequate provision of technical assistance to schools, limited scope and coverage of service and interventions for victims of gender bias, and fragmentation of effort s to prevent and respond to violence.

Addressing these issues requires a comprehensive and integrated approach involving various stakeholders, including politicians, educators, parents, and civil society organizations. The strategy should prioritize collecting data and evidence, developing evidence-based programs and interventions, and improving monitoring and evaluation procedures to ensure accountability and efficacy,

Significant Relationship between the Level of Implementation of GAD across the School Profile Variables

Table 10:

Significant Relationship between the Level of Implementation of GAD across the School Profile Variables

Profile		Implementation of GAD					
		Learners Development	Curriculum Standards	Learning Delivery	Learning Environment	Learning Resources	Assessment
School Size	r	.393	.334	.510	.481	-.877	.227
	p	.325	.228	.267	.376	.000*	.384
School Location	r	.238	-.198	.388	.230	.288	-.388
	p	.338	.563	.337	.564	.373	.227
No. of GAD Corners	r	-.146	.382	.229	.339	.210	.287
	p	.572	.279	.529	.427	.585	.356
No. of Gender-Neutral Rest Rooms	r	.221	.299	.448	.302	.445	.116
	p	.482	.294	.284	.473	.139	.643
No. of Gender-Sensitive Learning	r	-.501	.389	-.338	.288	.329	.309
	p	.176	.229	.368	.479	.345	.338
No. of School-Based GAD Training	r	.448	-.283	.105	-.577	.122	.902
	p	.246	.436	.763	.288	.721	.000*

It can be noted in the table that there is a significant relationship between school size and learning resources as indicated by a p-value of .000, which is less than the set level of significance, which is .05. Hence, it indicates that the null hypothesis, which no significant relationship between school size and learning resources is rejected. According to Kabeer (2018), larger schools produce more GAD learning resources than smaller ones since they have more funds and human resources.

It can also be noted in Table 10 that there is a significant relationship between the number of school-based GAD training and assessments, as indicated by a p-value of .000, which is less than the set significance level of 0.05 rejects the null hypothesis indicating no significant relationship between the number of school-based GAD training and assessment. This aligns with the study (Kyohairwe, 2019), which found that training affects the teachers' performance level in assessing students' outcomes. Hence, teachers with more GAD training can integrate more GAD concepts in their teaching and assessment.

Significant Difference in the Level of Implementation of GAD across the School Profile Variables

Table 11 shows the significant difference in the GAD implementation level across the school profile variables.

Table 11:

Significant Difference in the Level of Implementation of GAD across the School Profile Variables

Profile		Implementation of GAD					
		Learners Development	Curriculum Standards	Learning Delivery	Learning Environment	Learning Resources	Assessment
School Size	F	.430	.662	.208	.472	.440	.403
	p	.372	.382	.536	.345	.538	.437
School Location	F	.387	.355	.117	.287	.338	.237
	p	.537	.547	.843	.625	.643	.643
No. of GAD Corners	F	.229	.553	.328	.488	.409	.338
	p	.743	.537	.422	.245	.629	.474
No. of Gender-Neutral Restrooms	F	.287	.324	.228	.440	.293	.497
	p	.654	.553	.473	.583	.726	.324
No. of Gender-Sensitive Learning	F	.543	.229	.169	.205	.632	.110
	p	.264	.736	.573	.639	.183	.826
No. of School-Based GAD Training	F	11.37	.668	.337	.302	.335	8.12
	p	.000*	.380	.322	.609	.663	.102

Note: *significant at .05 level alpha

It can be noted in Table 11 that there is a significant difference between the number of school-based GAD training and the level of implementation of GAD along with learners' development as indicated by a p-value of .000 is less than the set level of significance at 0.05 indicates the rejection of the null hypothesis that there is no significant difference between the

number of school-based GAD training and the level of implementation of GAD along learners' development. This is supported by the study of Rao (2016), which revealed that GAD training is significant in developing learners' awareness of GAD programs. He added that teachers who attended more GAD training could integrate more GAD concepts in their lessons, which helped develop learners.

These findings imply that school-based GAD training are essential elements that can influence the implementation of GAD programs in schools. Schools must provide enough training to teachers and staff to guarantee the successful implementation of GAD programs.

Proposed Intervention Activities to Enhance the Implementation of the GAD Program

Based on the salient findings of the study, the following activities were crafted to enhance the implementation of the GAD program in SDO Urdaneta City. The proposed intervention activities are shown below.

OBJECTIVES	STRATEGIES	PEOPLE INVOLVED	TIME FRAME	BUDGET (Php)
To provide more data on the implementation of the GAD program	Encouraging teachers to research the implementation of GAD programs to provide more data about GAD programs Giving financial support to teachers who conduct GAD-related research	Teachers, GAD Coordinator, School Head	Year Round	10,000
To increase students' awareness about the vital role of the GAD Office and GAD Coordinators in developing their potential	Posting of activities in the Group F.B. page, Messenger, and Google Classrooms related to GAD Creating online GAD services aside from the services available in school Conduct classroom orientation about the role of GAD Coordinators in schools and the services they offer Integrating GAD Concepts in the Teaching and learning process	Teachers, GAD Coordinator, School Head	Year Round	2,000
To capacitate teachers on how to integrate GAD concepts in their lessons	Conduct In-Service Training, LAC Sessions, and Focus Group Discussions about the implementation of GAD programs and how to integrate these concepts into their lessons	Teachers, GAD Coordinator, School Head	Year Round	500

IV. Conclusion

1. Majority of the schools in SDO Urdaneta City are medium-sized, located in the barangays, and have a limited number of GAD corners, GAD self-learning materials, gender-neutral restrooms, and GAD training conducted in school.

2. The level of implementation of GAD programs in SDO Urdaneta City is high, indicating that GAD policies and programs are widely adopted.

3. There are limited studies conducted about GAD. Further, there needs to be more integration of GAD concepts in the lessons among teachers.

4. School size is correlated to the number of GAD learning resources produced in schools. Likewise, the number of school-based GAD training affects the learning assessments conducted by teachers.

5. GAD training is imperative in developing learners' awareness of GAD programs.

6. Intervention activities were crafted and proposed to enhance the implementation of the GAD program in SDO Urdaneta City.

V. Recommendations

The following are recommended based on the salient findings and the conclusions drawn:

1. GAD implementation should be prioritized throughout all school profile characteristics, particularly in learning resources, learning environment, and learning delivery allocating sufficient funds and resources for the GAD programs and activities implementation in schools.

2. There must be regular gender-sensitivity training for teachers and staff to acquire the necessary information and skills to establish a safe and inclusive learning environment for all learners.

3. Schools should increase the number of gender-neutral restrooms and guarantee accessibility to all students, regardless of gender identity or expression.

4. Schools should draw attention to gender equality and avoid reinforcing harmful gender stereotypes; schools should use gender-sensitive learning materials in the classroom.

5. Schools should evaluate the success of their GAD programs and activities regularly, assess the accomplishment of goals, and identify areas for improvement.

6. GAD implementation in schools should be viewed as an ongoing process requiring the dedication and cooperation of all stakeholders, including school administrators, teachers, students, and parents. Schools may help establish a fair and just society by encouraging gender equality and provide safe and inclusive learning environment for all students.

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