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Gender Mainstreaming in a Teacher Education Institution in the Philippines

ABSTRACT: *This study aims to examine the gender mainstreaming efforts of the PNU (Philippine Normal University), a TEI (Teacher Education Institution) in the Philippines. It specifically looks at the experiences, challenges, and issues of PNU as it implements its gender policies and programs. Using the GMEF (Gender Mainstreaming Evaluation Framework), a gender analysis tool, the study examines the PNU's GaD (Gender and Development) policy, enabling mechanisms, and gender projects, programs and activities. Data were gathered and analyzed through interviews with concerned university officers and personnel, faculty members, and students. A documentary analysis was also done with the GaD plans, budget, and accomplishment reports of the university, among others. The findings of this investigation show that PNU has been in the forefront of gender mainstreaming activities for several decades. Advanced works have been conducted in different areas of gender mainstreaming. The strength of the policies lies on the management pronouncements in support of gender activities, offering of a Women's Studies Program, issuance of an anti-sexual harassment policy, establishment of the UGDO (University Gender and Development Office), and creation of the GaD Focal Point Committee, among others. In addition, the university's GaD programs, projects and activities are reflected in its three main functions, namely: instruction, research, and extension. It is hoped that the findings of this study will serve as a guide in assessing the gender policies and programs of other education institutions and other organizations.*

KEY WORDS: *Gender Mainstreaming; Evaluation Framework; Gender and Development; Philippine Normal University; Gender Policies and Programs.*

INTRODUCTION

Gender mainstreaming is widely viewed as a significant strategy that seeks to advance gender equality and gender equity. Since the adoption of the BPfA (Beijing Platform for Action), the resulting document of the United Nations Fourth World Conference on Women in 1995, various countries agree that gender mainstreaming should be reflected in all policies and programs at the national, regional, and international levels (Licuanan, 2015).

In 2005, the CWRP (Committee of Women's Rights Promotion) of Taiwan's Executive Yuan included six tools in every government agency's work of gender mainstreaming (Li-Ching, 2014). Furthermore, gender mainstreaming in the United Kingdom is entrenched in its

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legislation and has become a fundamental strategy for implementing equality in the public services (Conley & Page, 2010; and Page, 2011).

In the Philippines, the government recognizes gender equality and strongly supports gender mainstreaming as an important approach to achieve gender equality. It is also committed to the provisions of the UN (United Nations) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the BPfA, the Millennium Development Goals (MDGs), and similar international conventions. As such, RA (Republic Act) 9710, or the MCW (Magna Carta of Women), was passed into law in 2009, and its Implementing Rules and Regulations was approved in March 2010. RA 9710 is, as stated, following here:

> [...] a comprehensive women's human rights law that seeks to eliminate discrimination against women by recognizing, respecting, protecting, fulfilling, and promoting the rights of Filipino women, especially those in the marginalized sectors (cited in PCW, 2012a).

The main strategy to implement the law is gender mainstreaming. Gender mainstreaming, again cited in PCW (Philippine Commission on Women), refers to:

> [...] the strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated" (PCW, 2012a).

In short, gender mainstreaming is undertaken by integrating the gender perspective in the policies, programs, and activities of government agencies, LGUs (Local Government Units), including SUCs (State Universities and Colleges).

To be specific, Chapter VI or the Institutional Mechanisms of the law requires all government departments, including SUCs, to comply with the following measures to ensure gender mainstreaming within the organization: (1) Planning, budgeting, monitoring and evaluation for GaD or

Gender and Development; (2) Creation and/or strengthening of the GaD Focal Point System or GFPS; and (3) Generation and maintenance of GaD database.

The development of GaD programs shall be based from the conduct of a gender audit. The PCW-NEDA-DBM (Philippine Commission on Women – National Economic and Development Authority – Department of Budget and Management) Joint Circular No.2012-01 has also identified the conduct of gender audit as one of the essential elements in GaD planning and budgeting (http://pcw.gov.ph/law/joint-circular-2012-01, 15/12/2016). Gender audit, according to PCW, refers to:

> [...] the examination of the agency's level of gender mainstreaming or extent of the gender-responsiveness of its policies, programs and projects, the level of gender awareness and competence of its personnel and the presence or absence of enabling mechanisms that support gender mainstreaming (PCW, 2012b).

The result of the gender audit or evaluation can serve as basis for the agencies and SUCs (State Universities and Colleges) to effectively plan and implement their programs on GaD (Gender and Development). To guarantee that the gender activities will be implemented and financed, the Philippine government instituted the GaD Budget Policy in 1992, during the administration of former President Fidel V. Ramos (Ingeniero & Domingo-Almase, 2013). The policy requires all government instrumentalities to formulate their annual GaD plans and budgets, and set the cost of implementation at a minimum five percent (5%) of their total budget. Since then, the government has been monitoring the utilization of this GaD budget.

At present, there is a scant literature about gender mainstreaming efforts of various institutions in the country. The most comprehensive research on gender audit/mainstreaming among various agencies was done by Jeanne Illo *et al*. (2010). Jeanne Illo *et al*.'s study looked at the compliance of Philippine government agencies with the GaD Budget Policy and the achievement of the law (Illo *et al.*, 2010).

The PCW (Philippine Commission on Women), in 2016, also noted the experiences of various government agencies in gender mainstreaming, such as the DoLE (Department of Labor and Employment), the DENR (Department of Environment and Natural Resources), and the PNP (Philippine National Police). In all of these studies, however, an evaluation of the gender mainstreaming activities of different higher learning institutions is wanted (PCW, 2016).

In view of the foregoing, this study conducted an examination of the gender mainstreaming efforts of PNU (Philippine Normal University), a TEI (Teacher Education Institution) in the Philippines. To be specific, this study looked into the following: (1) the activities supported by the GaD budget; (2) the experiences of PNU in implementing its gender mainstreaming efforts; and (3) the challenges in implementing gender mainstreaming.

It is hoped that the findings of this research will serve as a guide and ensure the PNU's compliance with RA (Republic Act) 9710, particularly its gender mainstreaming efforts.[1] Consequently, PNU will move towards a more sustainable, gender-responsive, and performance-based planning and budgeting. The study also hopes to serve as a model in assessing the gender mainstreaming activities of other educational institutions and other organizations.

METHOD

The research was conducted in PNU (Philippine Normal University), a TEI (Teacher Education Institution) in the Philippines. It made use of case study method with in depth interviews as the main research techniques to gather data. Interviews were done with concerned university officers and personnel, faculty members, and students of PNU. Moreover, a documentary analysis was done on the TEI's GaD (Gender and Development) plans, budget, and accomplishment reports, among others

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[1]See and comparison also about "Republic Act 7877 or Anti-Sexual Harassment Act of 1997". Available online at: http://www.gender.go.jp/english_contents/international/eastasia/pdf/2006-07-07.pdf [accessed in Manila, Philippines: November 10, 2016].

(Schuh & Upcraft, 2001; Upcraft & Schuh, 2002; and Duignan, 2008).

For this research, some of the questions and entry points in the GMEF (Gender Mainstreaming Evaluation Framework) of the PCW (Philippine Commission on Women) were used as guide during the interviews. The GMEF is a gender analysis tool that has been developed by the PCW after a thorough study of existing gender audit tools as well as numerous consultations with partners (PCW, 2016). It is an essential tool for keeping track and facilitating gender mainstreaming in any organization.

This study adopted some of the entry points, which the GMEF had identified as important in gender mainstreaming. These entry points were policy, enabling mechanisms, and programs and projects (PCW, 2016). Policy pertains to official statements and pronouncements in support of gender mainstreaming. Through these memoranda and guidelines, the institution has recognized the importance of gender mainstreaming on campus (*cf* NCRFW, 2001; and Henrick, 2010).

Enabling mechanisms refer to the resources allocated for GaD activities, and the systems and mechanisms necessary for gender mainstreaming. Programs, projects, and activities involve the conduct of various PAPs (Projects, Activities, and Programs) to ensure gender mainstreaming in the organization.

RESULTS AND DISCUSSION

This section discusses and analyzes the experiences of PNU (Philippine Normal University), a TEI (Teacher Education Institution), in gender mainstreaming. It specifically presents its GaD (Gender and Development) policies, enabling mechanisms, and PAPs (Projects, Activities, and Programs). The section also analyzes the challenges and issues encountered by PNU in its gender mainstreaming efforts.

Background. The PNU (Philippine Normal University) was formally opened on 1 September 1901, as an institution for the training of teachers (Ogena, 2014). On 18 June 1949, PNU was converted into a college through RA (Republic Act) No.416

and was authorized to offer undergraduate and graduate degrees in education (Quodala, 2013). The passage of RA No.6515 on 22 July 1972, authorized the college to grant advance degrees such as Ph.D., Ed.D., and other academic programs related to education (Quodala, 2013; and Ogena, 2014).

On 26 December 1991, the institution was elevated to a university status under RA No.7168. In recognition of its leadership role in teacher education, the TEI (Teacher Education Institution) was declared the country's "National Center for Teacher Education" by virtue of RA No.9647 on 30 June 2009 (Quodala, 2013; and Ogena, 2014).

The university operates five campuses with its main campus located in Manila. The four campuses are in Mindanao, Visayas, North Luzon, and Southern Tagalog. Its student population is more than 4,000 in the provincial campuses, and another 4,000 in the main campus. The total number of faculty members and staff is more than 700 (Quodala, 2013; and Ogena, 2014).

The university envisions itself as an "internationally recognized and nationally responsive teacher education university" (Ogena, 2014). In order to fulfill such vision, the university is dedicated, as follows:

> [...] to developing teachers and educational leaders as valued contributors in the social transformation of the Filipino for a better world. This mission is propelled by the institution's commitments to Quality Education and Excellence; Knowledge Creation and Application; a Culture of Sharing and Service; and Growth, Efficiency, and Accountability (cited in Ogena, 2014).

Since its founding a century ago, the university has unabatedly continued its dynamism. At present, it continues to excel as a national and internationally-recognized teacher education university (Ogena, 2014).

Gender Mainstreaming. The university has been in the forefront of gender and development activities for several decades. This condition can partly be attributed to the efforts of various international organizations, government, and non-governmental organizations to promote women empowerment. Various agencies of the UN (United Nations) have through the years developed programs to address women issues and concerns. There are also numerous legal and policy issuances of the Philippine government that aim to advance the improvement of women's status and condition in society (Fernandez, 2003).

Sensitized by the global and national discourses on gender, some faculty members initiated and implemented gender policies and programs on campus as early as the 1980's (Parpart, Connelly & Barriteau eds., 2000). After attending a GST (Gender Sensitivity Training) sponsored by the then NCT (National Commission on Women), now known as the PCW (Philippine Commission on Women), they held a series of informal meetings which tackled women issues in the university and in the country (interview with Respondent D, 16/8/2016).

These meetings led to the creation of an organization for female faculty members known as *Urduja* in 1989 (interview with Respondent E, 16/8/2016). The organization's name was taken from the name of a legendary warrior princess, who was recognized as a heroine in the province of Pangasinan in Central Philippines during the pre-Spanish period (Ang, 2013). *Urduja* became the venue for faculty members in the university to share their experiences from attending seminars and workshops on women (interview with Respondent F, 16/8/2016).

The students of the university also organized themselves into the *Urduja* Youth. The members served as support group of the faculty *Urduja*, and encouraged other students to study and advocate women's issues. They would regularly hold fora, symposia, rallies, training workshops, drama presentations, and group discussions, among others to popularize and highlight women's issues and concerns (interview with Respondent G, 23/8/2016).

There were years, however, when these mainstreaming efforts waned. At present, the university has once again actively forayed into gender mainstreaming (interview with Respondent A, 9/8/2016). This is reflected in the policies, enabling mechanisms, PAPs (Programs, Activities, Projects) of the university.

Policies on Gender Mainstreaming. There are pronouncements which the university has issued in support of gender mainstreaming. Through these memoranda and guidelines, the institution has recognized the importance of the integration of gender perspective on campus.

First, **Women's Studies**. An important program in the 1990s, in the university, was the establishment of the WS (Women's Studies) specialization. Through the initiative of the faculty *Urduja*, the Board of Regents, the highest policy making body of the university, issued a memorandum that the WS be offered as a specialization program during the school year 1996-1997 (interview with Respondent A, 9/8/2016; and interview with Respondent E, 16/8/2016).

Since then, the program has trained more than 80 students. The WS specialization continuously attracts undergraduate students, who want to advance gender equality in campus and in the society (interview with Respondent H, 23/8/2016). This supports the study of Louise Morley (2007), who argued that while Women's Studies has been in decline in the United Kingdom, it has continued to expand in many low-income countries (Morley, 2007).

Second, **Anti-Sexual Harassment**. An ADR (Administrative Disciplinary Rule), which aimed to address sexual harassment in campus was passed in 2004 (interview with Respondent C, 9/8/2016). The ADR promulgates the university's own regulations defining the administrative offense of sexual harassment and prescribing the standard procedure for the administrative investigation, prosecution, and resolution of sexual harassment cases in the university (interview with Respondent B, 9/8/2016).

An important component of the ADR is the creation of the CoDI (Committee on Decorum and Investigation) on sexual harassment. The CoDI is tasked to receive and investigate complaints of sexual harassment, and submit a report of its findings with the corresponding recommendation to the disciplining for decision (interview with Respondent A, 9/8/2016; and interview with Respondent D, 16/8/2016).

When the complainant is a student, the CoDI is composed of the following: Vice President for Academics, Dean of Student Affairs and Student Services, Faculty Association President, Administrative Employee President, representative of the Student Government, Head of the Gender Office, and University Legal consultant (interview with Respondent B, 9/8/2016; interview with Respondent D, 16/8/2016; and interview with Respondent H, 23/8/2016).

Thus far, the university was able to address all complaints on sexual harassment and similar violations which were reported by students (interview with Respondent C, 9/8/2016).

Third, **the CGED (Center of Gender and Education Development).** A significant development in the university in terms of advocating gender issue was the establishment of the CGPHR (Center for Gender, Peace, and Human Rights Education) through a Board Resolution in 1999 (Yeban, 1998).

The creation of the CGPHR started the institutionalization of the Gender Program in the university. In 2003, the CGED (Center of Gender and Education Development) was established which technically separated the peace and human rights education program from the gender program. The CGED, which was then under the College of Arts and Social Sciences, all the more strengthened the gender program of the university (interview with Respondent A, 9/8/2016; and interview with Respondent D, 16/8/2016).

Fourth, **UGDO (University Gender and Development Office)**. When the organizational structuring was implemented in 2013, the university created the UGDO under the Office of the Vice-President for Academics. The UGDO, which evolved from the CGED (Center of Gender and Education Development), is responsible for mainstreaming and institutionalizing GaD (Gender and Development) programs in the university. To achieve this goal, UGDO has undertaken mainstreaming programs in instruction, research, extension activities, information dissemination, and administration (interview with Respondent B, 9/8/2016; and interview with Respondent E, 16/8/2016).

Fifth, **GFPS (GaD Focal Point System).** Another landmark policy in the university was the creation of the GaD [Gender and Development] (GFPS) by virtue of Special Order 387 in 2014. The GFPS, which is headed by the Vice-President for Academics, is composed of 21 representatives from various offices, and colleges in the five campuses (interview with Respondent C, 9/8/2016; and interview with Respondent F, 16/8/2016).

It is tasked to perform the following functions: (1) Ensures the mainstreaming of gender perspective in the policies, plans, and programs of the university; (2) Monitors the effective implementation of GaD-related policies and annual GaD plans, programs, and budget of the university; and (3) Prepares and consolidates the required gender data, accomplishment reports, and budget. The GFPS has thus far ensured that the GaD budget of the university is spent on relevant gender programs efficiently and effectively and that these are implemented uniformly across campuses.

Sixth, **Celebration of Women's Month and other Campaigns.** The university has through the years also consistently shown interest for gender mainstreaming by supporting numerous campaigns directed on women's concerns. These include the university's issuance of statements articulating support and active participation of GaD (Gender and Development) activities, such as Women's Day/Month Celebration, and 18-Day Campaign to End Violence against Women and Children (Illo *et al*., 2010).

*GaD Enabling Mechanisms***.** The university has authorized the allocation of resources and set up numerous essential GaD (Gender and Development) mechanisms in support of its gender mainstreaming efforts. Some of these mechanisms include the establishment of the UGDO (University Gender and Development Office), creation of the GFPS (GaD Focal Point System), creation of the CoDI (Committee on Decorum and Investigation), and offering of WS (Women's Studies) as a specialization course, among others (interview with Respondent A, 9/8/2016; and interview with Respondent D, 16/8/2016).

In addition, the university has undertaken the following GaD mechanisms to ensure that gender mainstreaming will be implemented across campuses:

First, **Organization of *Kabataang Urduja.*** The *Urduja* youth of the late 1980's has evolved and is now known as the *Kabataang Urduja*. This student organization works closely with the UGDO (University Gender and Development Office) in implementing gender activities, particularly for students and the youth in the adopted communities (interview with Respondent I, 23/8/2016). Much like the early fora organized by the organization, all these activities are well attended.

Second, **Establishment of Partnership with Individuals and Institutions.** The university has through the years partnered with other individuals and institutions to facilitate gender mainstreaming. It has conducted fora, seminars, trainings, and workshops on gender with other universities, government and non-government organizations, and other gender advocates, among others (interview with Respondent C, 9/8/2016).

The preparation of the annual GaD PB (Gender and Development Plan and Budget) and GaD AR (Gender and Development Accomplishment Report) has also been done in coordination with the PCW (Philippine Commission on Women) and the CHED (Commission on Higher Education and Development). The university's gender advocates also constantly undergo capacity building activities with various government and non-government organizations (interview with Respondent F, 16/8/2016).

Third, **Institutionalizing GaD/Sex-Disaggregated Database.** The university is at its early stage of collecting GaD (Gender and Development) / sex-disaggregated data for faculty members, administrative personnel. The GaD Office is currently working on how to develop or integrate the GaD database or statistics in the existing database of the university. Such database will be used as bases for planning and budgeting future GaD programs (Orbeta, 2006).

Fourth, **Allocation of GaD Budget.** The university has without fail allocated

an annual budget for activities supporting GaD (Gender and Development) plans and programs. This gender budget, however, is below the mandated five percent (5%) of the total agency budget appropriations under the annual GAA (General Appropriations Act) of the Philippine government (interview with Respondent B, 9/8/2016).

Be that as it may, the university has been consistent in the preparation and implementation of its annual GaD PB (Gender and Development Plan and Budget) as mandated by law (interview with Respondent A, 9/8/2016). The main campus of the university also consolidates the GaD AR (Gender and Development Accomplishment Report) on the gender activities, and the corresponding budget from the main and provincial campuses, for onward submission to CHED (Commission on Higher Education and Development) and PCW (Philippine Commission on Women).

About the PAPs (Programs, Activities, Projects). To facilitate gender mainstreaming in the university, its PAPs are reflected in its three main functions, namely: instruction, research, and extension. The following is explanation related to main functions.

Firstly, *participation in national and international events.* The university has through the years been actively participating in various women's events, such as the National Women's Day/Month Celebration, the One Billion Rising Campaign, and the 18-Day Campaign to End Violence against Women and Children, among others (interview with Respondent C, 9/8/2016). To promote public awareness on the significance of these events, the university has lined up numerous creative activities, such as film showing on women, exhibit of women's achievements, fun run, film making/poster making contests, slogan making contest, quiz bowl, palm printing, *dancexercise*, demonstration on self-defense, and talent showcase of students honoring women through songs, dance, poetry, and art work.

Other activities included participation in the activities organized by the PCW (Philippine Commission on Women) and the CHED (Commission on Higher Education), such as the "Juana Gender Formation",

and conduct of fora and seminars based on the theme of the Celebration, among others (interview with Respondent A, 9/8/2016; interview with Respondent D, 16/8/2016; and interview with Respondent G, 23/8/2016).

Secondly, *conduct of GSTs (Gender Sensitivity Trainings) and GaD (Gender and Development) orientation for faculty members, administrative personnel, security personnel, students, and clients/partners in the adopted communities.* In order to raise gender awareness, the university has been conducting GSTs and GaD orientation, both in campus and in the partner communities (interview with Respondent C, 9/8/2016). To further deepen awareness on gender concerns, there were sessions on specific issues, such as gender and religion; LGBTQCI (Lesbian, Gay, Bisexual, Transgender, Queer, Celibate, Intersex); HIV-AIDS (Human Immunodeficiency Virus – Acquired Immune Deficiency Syndrome), and teenage pregnancy among the youth.

Thirdly, *conduct of seminars on laws on women for faculty members, administrative personnel, security personnel, students, and clients/partners in the adopted communities.* Other seminars were focused on specific laws affecting women and the youth, such as anti-sexual harassment, rape, violence against women and children, human trafficking, and health issues, such as HIV-AIDS (Human Immune Deficiency Virus – Acquired Immunodeficiency Syndrome), among others. These seminars were both conducted in the university and in the adopted communities (interview with Respondent A, 9/8/2016; and interview with Respondent D, 16/8/2016). The resource persons in these sessions were gender advocates from PNU (Philippines Normal University) and other partner institutions.

Fourthly, *conduct of feminist counseling counselors and concerned faculty members, and peer facilitation for students.* There were also trainings conducted to empower and prepare gender sensitive counselors, and selected faculty members and students in handling gender-related concerns. The trainings were specifically designed to equip the trainees on how to address cases of VaW (Violence against Women) on campus and other settings

(*cf* Dobash & Dobash, 1998; Santos, 2001; and Mallorca-Bernabe, 2015).

Fifthly, *integration of gender and multicultural perspectives in the syllabus, and updating of modules for gender fair education training.* There are syllabi being used with gender and multicultural education concepts (interview with Respondent A, 9/8/2016; and interview with Respondent D, 16/8/2016). These syllabi are outputs of trainings on how to integrate gender and multicultural perspectives in the syllabus. In addition, modules were updated for gender fair education training for faculty, staff, and students.

Sixthly, *production/updating of information and advocacy materials.* Gender advocates, including the students and *Kabataang Urduja*, have produced information/campaign materials and various forms of advocacy. GaD (Gender and Development) bulletin boards are also updated. *Kabataang Urduja* has also created a networking site/facebook account for gender mainstreaming efforts (interview with Respondent I, 23/8/2016).

Seventhly, *establishing the GRC (Gender Resource Corner) and RG (Research on Gender).* The university has established a GRC in the university library, where information and resource materials on gender are displayed. Part of the GaD (Gender and Development) budget of the university is also allocated in the conduct of feminist research studies. These studies are presented in various national and international conferences.

The foregoing activities reveal the university's commitment towards gender mainstreaming. In addition, since the establishment of the GFPS (GaD Focal Point System) in 2014, its gender advocates have been attending trainings as part of their capacity development (interview with Respondent A, 9/8/2016; and interview with Respondent D, 16/8/2016). These trainings include GST (Gender Sensitivity Training); GaD orientation; GA (Gender Analysis) tools, such as GMEF (Gender Monitoring and Evaluation Framework), preparation of GaD PB (Planning and Budgeting), and GaD AR (Accomplishment Report); and use of GMMS (Gender Monitoring and Mainstreaming System).

These trainings have been very helpful in preparing the mandatory annual GaD PB and GaD AR. The members of the GFPS, particularly those from the provincial campuses, are represented in preparing these documents. The latter are then submitted to CHED (Commission on Higher Education) and PCW (Philippine Commission on Women), government agencies which are mandated to ensure that other government agencies and educational institutions are capacitated on GaD.

Challenges in Gender Mainstreaming. It is undeniable that with the numerous activities on gender mainstreaming, the university has the full support of the top management in this effort. The university, nonetheless, still encounters several challenges towards this end. While most gender advocates of the university are committed to advance gender concerns through mainstreaming, their efforts are hampered by certain conditions (Innes ed., 2000).

There were lean years or when efforts towards gender mainstreaming waned. This is due to the fact that some early gender advocates of the university were given administrative positions. As such, there was no full time officer who would oversee the gender concerns of the university. In addition, prior to the institutionalization of GFPS (GaD [Gender and Development] Focal Point System) in the university in late 2014, GaD planning and budgeting was solely conducted by the GaD focal person. In terms of implementing the gender activities, the GaD focal person was sometimes assisted by other gender advocates – faculty members, administrative personnel, and students.

With the creation of the GFPS, activities related to GaD are supposed to be done by the committee. However, the GaD focal person of the university does the bulk of work. The latter is also not a full time officer on gender concerns of the university and is loaded with other responsibilities.

The GaD focal person and other GFPS members are burdened with multiple assignments. They normally perform multiple tasks and not solely assigned to perform gender mainstreaming. On top of their work

as gender advocates, they also teach, perform extension work, and conduct research. They are busy with their other tasks that they do not have time to attend trainings or meetings, or perform their responsibilities. Noteworthy is that there are other GFPS members, who simply do not perform their tasks (Masilungan ed., 2001).

In spite of all the challenges, however, the university has been consistent in implementing its GaD programs through the years. It is also able to submit all the required gender documents and reports to concerned government agencies. The challenges have not deterred the university from continuously pursuing its commitment to mainstream GaD in its system.

CONCLUSION

By way of concluding, the university has certainly done advanced works in different areas of gender mainstreaming, particularly in policies and enabling mechanism, including all projects and programs. The strength of the university lies on the solid support of the management towards mainstreaming, especially its provision of a GaD (Gender and Development) budget to realize all the proposed activities. Main activities and projects revolve around faculty members, employees, students, and greater stakeholder communities. The study also reveals areas, which are challenging in the implementation of gender programs. In spite of the difficulties, however, the university has relentlessly pursued its gender mainstreaming efforts.

While the university has utilized its GaD budget to implement its numerous activities for gender mainstreaming, there is a need to further examine the impact of these GaD activities, programs, and projects on the male and female members (e.g. faculty members, officials, students, and partners in the community) of the university.

It is a known fact that mainstreaming the gender perspective will not happen instantaneously. As such, it is important to document and evaluate all these GaD activities *vis-a-vis* their effectivity in enhancing gender equality. There is a need to fully explore whether gender mainstreaming is able

to counterbalance gender hierarchies in the educational institution.[2]

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